

CATHOLIC SCHOOL *Journal*



In This Issue:

**The Psychology of Christ's
Teaching**

Sister M. Beata, M.H.S.H.

**Curriculum Changes in
Secondary Mathematics**

Sister Noel Marie, C.S.J.

Testing and Studying Spelling

James A. Fitzgerald, Ph.D.

Slow Learners Need Success

Brother Louis J. Faerber, S.M. Ph.D.

Homemaking for Boys

Sister M. Damian, O.S.B.

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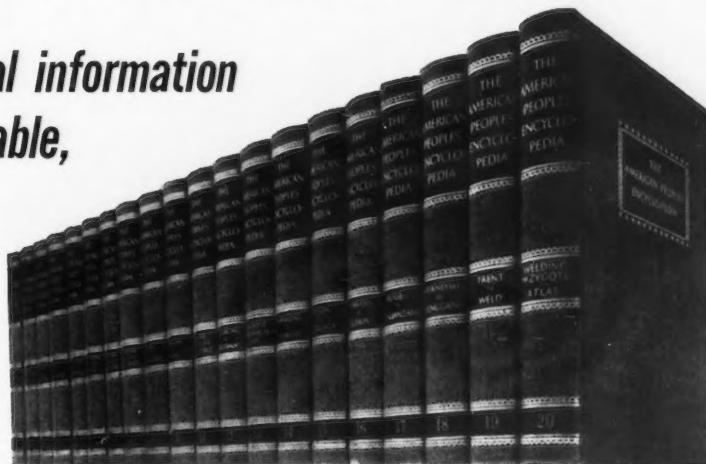
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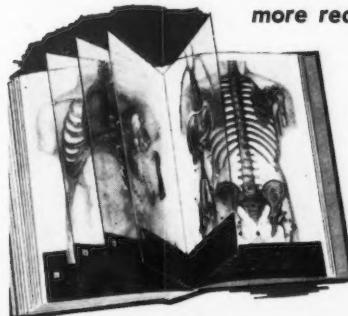
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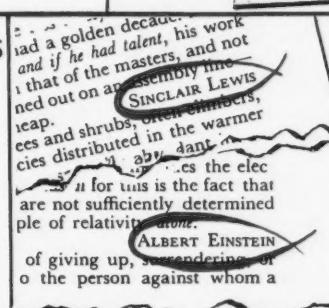
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A FEW OF THE IMPORTANT CATHOLIC CONTRIBUTORS:

John Joseph Clifford President, Pontifical Faculty of Theology, St. Mary of the Lake Seminary. Article on Mass.

William R. O'Connor Professor of Dogmatic Theology, St. Joseph's Seminary, Yonkers, N. Y. Article on Papacy.

Fulton J. Sheen Associate Professor of Catholic School of Philosophy, University of America. Article on Roman Catholic Church.

Gerald Walsh Fordham University, Editor of Thought. Articles on Scholasticism and Thomas Aquinas.

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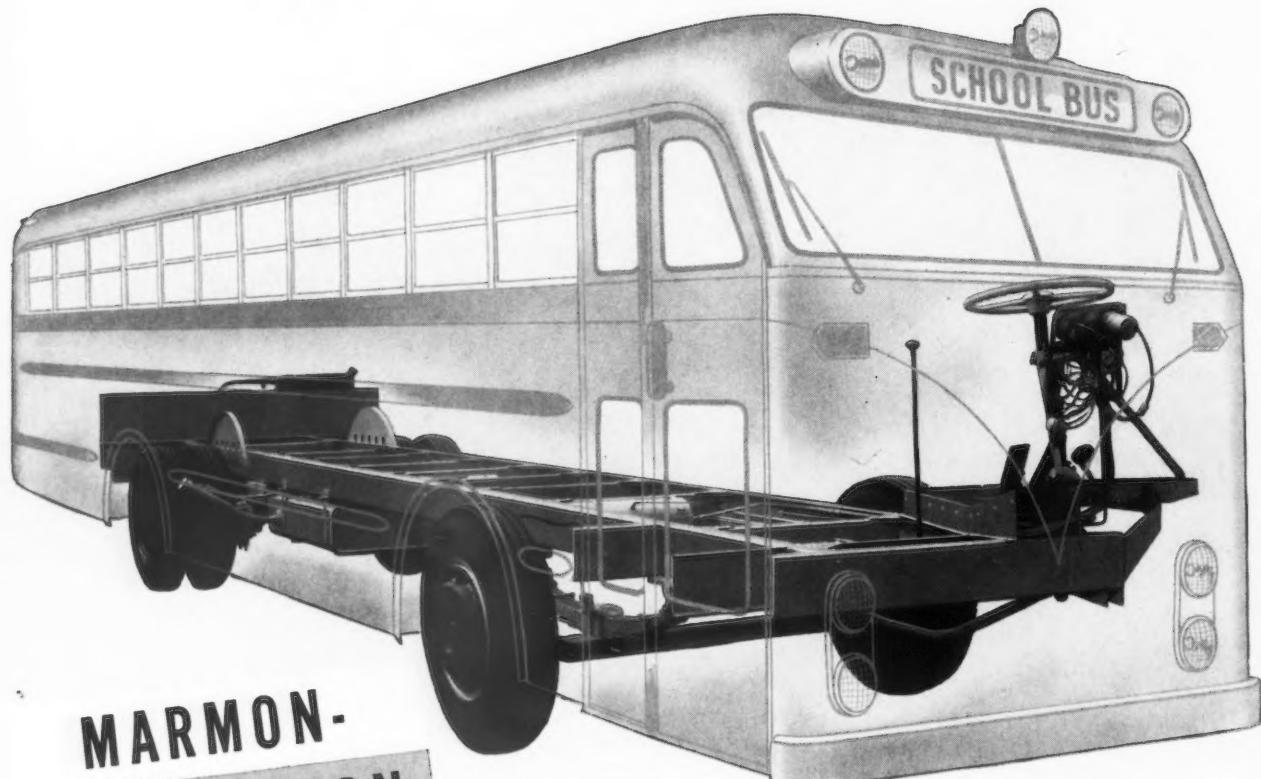
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THE CATHOLIC SCHOOL Journal

Volume 54

Number 6

June, 1954

Vacation Thoughts

Two Jubilees. We have announced many jubilees—here are two of our own. The Bruce Publishing Co. and Dr. Fitzpatrick are completing 25 years of editing and publishing the CATHOLIC SCHOOL JOURNAL. The well-known scholar, Father de Hovre, commemo-rates this event in an article about the editor's philosophy of education. See page 199.

Guidance. What guidance does your school offer? Brother Alois, C.F.X., tells us (page 181) how any school, even with a shortage of teaching personnel, can begin formal (or informal) work in guidance.

Mathematics. Some of you have been waiting for another article presenting very recent thinking about high school mathematics. Sister Noel Marie, C.S.J., has supplied it (page 185).

Slow Learners. The 51st annual convention of the N.C.E.A. gave considerable attention to teaching slow learners and Brother Louis J. Faerber, S.M., was right there—full of his subject. He wrote for us his article "Slow Learners Need Success" some time ago. See page 188.

Spelling. What is the best way to teach spelling? Dr. James A. Fitzgerald of Fordham is an authority on this subject. Read his article (page 193).

Homemaking. Just a year ago we published an article about juvenile delinquency by a psychiatrist who said we should get the parents young and train them. Sister M. Damian, O.S.B. (page 203) tells how her school is doing this in homemaking classes for both girls and boys.

Enjoy Your Vacation. We have given you much food for thought in this large June issue of your JOURNAL. We hope that you will also find sufficient time for relaxation. In September we shall serve you more thoughts. In the meantime, enjoy your vacation. Be careful of your money; remember that the CATHOLIC SCHOOL JOURNAL does not employ traveling subscription agents.

Contents

Educational Problems

Guidance in the Home Room.....	Brother Alois, C.F.X., M.A.	181
The Psychology of Christ's Teaching.....	Sister M. Beata, M.H.S.H.	183
Curriculum Changes in Secondary Mathematics.....	Sister Noel Marie, C.S.J.	185
Slow Learners Need Success.....	Brother Louis J. Faerber, S.M., Ph.D.	188
Recruiting Lay Teachers.....	Rt. Rev. Msgr. Henry M. Hald	191
Testing and Studying Spelling.....	James A. Fitzgerald, Ph.D.	193
Editorials.....		196
Definitions and Educational Terminology.....	Edward A. Fitzpatrick	197
The "Catholic Viewpoint of Education" in the Works of Dr. Edward Fitzpatrick		
.....	Rev. Canon Franz de Hovre, Ph.D.	199

High School

The Art Criticism Period.....	Brother Bernard Plogman, S.M.	202
Homemaking for Boys.....	Sister M. Damian, O.S.B.	203
A Marian Book Contest.....		208

Upper & Middle Grades

The Eucharistic King and the Patrol Boys.....	Sister Jean Marie, O.S.B.	205
City Council Praises Young Citizens.....	Sister M. Cornelia, O.P.	206
The Sacramental Picture.....	Sister M. Walter, O.M.	207

Primary Grades & Kindergarten

Like Unto Thine (Music).....	Sister M. Limana, O.P.	208
A Garden Tale.....	Sister Philomena Mary, S.N.J.M.	208
Action Poem for the Six-Year-Old: When to Pray.....	Sister M. Paulette, V.S.C.	208
Our Telephone Excursion.....	The Third Grade	209
Sacred Heart of Jesus (Music).....	Sister M. Limana, O.P.	210
Creation in the First Grade.....	Sister M. Immaculata, O.S.F.	210

Fabric of the School

Daylight From Ground and Sky.....		211
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News and Reviews

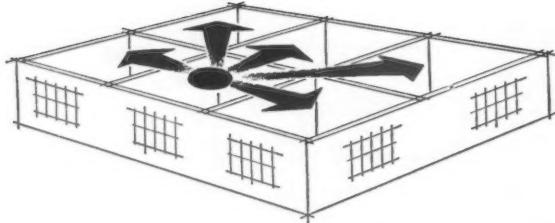
Some 1953 Educational Films.....	George E. Vander Beke, Ph.D.	5A
Building News.....		212
Catholic Education News.....		20A
At the Summer Schools.....		28A
New Books of Value to Teachers.....		34A
Coming Conventions.....		48A
New Supplies and Equipment.....		50A

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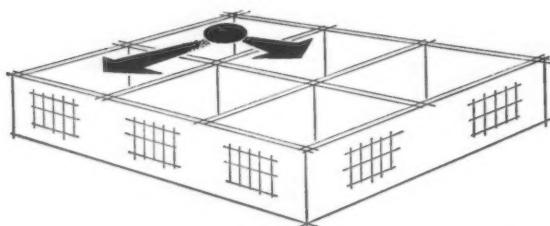
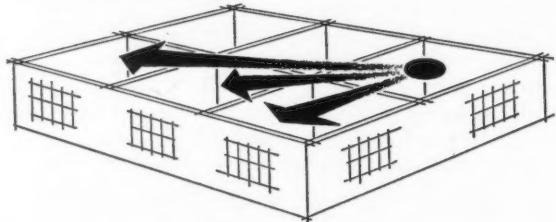
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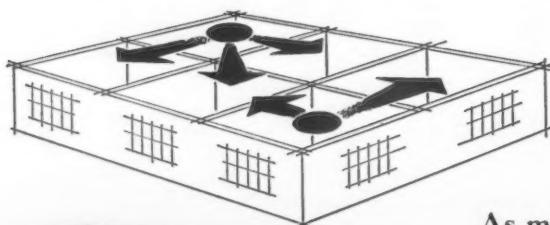
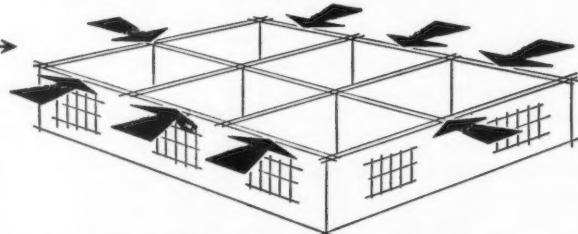
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Some 1953 Educational Films

George E. Vander Beke, Ph.D. *

(Continued from the May issue)

Literature Appreciation: How to Read Essays

Coronet, 1952. 13 min., sound, black and white, 16mm.

Literature Appreciation: How to Read Novels

Coronet, 1953. 12 min., sound, black and white, 16mm.

Lumber for Houses

Viking Pictures Corp. Released by *Encyclopaedia Britannica Films*, 1952. 12 min., sound, black and white, 16mm.

Making That Sale

McGraw-Hill Book Co., 1952. Produced by *Transfilm*. 14 min., sound, black and white, 16mm. (Salesmanship Series.) Correlated with Textbook of Salesmanship, by Frederic A. Russell and Frank H. Beach.

Man's Problem

Conservation Foundation, in association with the New York Zoological Society. Released by *Encyclopaedia Britannica Films*, 1953. 19 min., sound, color, 16mm. *Kodachrome*. (The Living Water Series, No. 2.)

Marine Life

Encyclopaedia Britannica Films, 1953. 11 min., sound, color, 16mm. *Kodachrome*.

Mary Had a Little Lamb: Background for Reading and Expression

Coronet, 1952. 11 min., sound, black and white, 16mm.

Mediterranean Africa

Encyclopaedia Britannica Films, in affiliation with Clifford J. Kamen Productions, 1952. 12 min., sound, color, 16mm.

Mental Health, Keeping Mentally Fit

Encyclopaedia Britannica Films, 1952. 12 min., sound, color, 16mm.

Metamorphosis

Life, 1953. (Filmstrip) Produced under the direction of Carroll Willians. 68 frames, color, 35mm. *Ansco color*. With lecture notes. Based on an article entitled "Why Insects Change Form," which appeared in *Life*, Feb. 11, 1952.

The Milky Way

International Screen Organization, 1953. 11 min., sound, black and white, 16mm. (Astronomy Films, No. 4.) *Mabel Sibley*.

Mind Your Manners

Coronet, 1953. 11 min., sound, black and white, 16mm.

The films presented herewith are a selection of movies and filmstrips issued during 1953. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The titles are arranged alphabetically.

For list of sources, see the *Catholic School Journal* for May, page 5A.

Mittens, the Kitten: Background for Reading and Expression

Coronet, 1952. 11 min., sound, black and white, 16mm.

The Monongahela, America's Busiest River

March of Time, 1952. 29 min., sound, black and white, 16mm.

The Moon

International Screen Organization, 1953. 11 min., sound, black and white, 16mm. (Astronomy Films, No. 2.) *Mabel Sibley*.

Narcotics and You. Part 1

Young America Films, 1952. (Filmstrip) 41 frames, color, 35mm. (Alcohol and Narcotics Series.)

Narcotics and You. Part 2

Young America Films, 1952. (Filmstrip) 48 frames, color, 35mm. (Alcohol and Narcotics Series.)

Nature's Half Acre

Walt Disney Productions. Released by *RKO Radio Pictures*, 1951. 33 min., sound, color, 35mm. *Technicolor*. (TruLife Adventure Series.)

New Frontier in Space

March of Time, 1952. 28 min., sound, black and white, 16mm.

New Frontiers of Science

New York Times, 1953. (Filmstrip) 55 frames, black and white, 35mm. (A Current Affairs filmstrip, May, 1953.)

New Orleans: Gateway to the World

March of Time, 1953. 28 min., sound, black and white, 16mm.

Obesity: Problems of Fat Formation and Overweight

Encyclopaedia Britannica Films, 1952. 12 min., sound, black and white, 16mm.

On the Way to School: Background for Reading and Expression

Coronet, 1952. 10 min., sound, black and white, 16mm.

One Rainy Day: Background for Reading and Expression

Coronet, 1953. 10 min., sound, black and white, 16mm.

Operation A-Bomb

RKO-Pathe, 1952. 16 min., sound, color, 35mm.

Opportunity Unlimited

Popular Science Pub. Co., 1953. (Filmstrip) Produced in co-operation with the *World Book Encyclopedia*. 50 frames, color, 35mm. (The American Way, No. 4.)

Our Indian Neighbors Today

Popular Science Pub. Co., 1953. (Filmstrip) 32 frames, color, 35mm. *Ansco color*. (Our Friends the American Indians.) A Richard Nelson travel strip.

Our Pennsylvania

Pennsylvania Filmstrips, 1953. (Filmstrip) 7 filmstrips, color, 35mm.

Out of the Earth

Universal Pictures Co., 1953. 18 min., sound, black and white, 35mm. A *Universal-International Featurette*.

Paolo's Birthday Ride

Young America Films, 1952. (Filmstrip) 43 frames, color, 35mm. (Children of Europe Series, Set No. 1.)

Peppy, the Puppy: Background for Reading and Expression

Coronet, 1952. 11 min., sound, black and white, 16mm.

Personal Health for Girls

Coronet, 1952. 10 min., sound, black and white, 16mm.

Personal Hygiene for Boys

Coronet, 1952. 10 min., sound, black and white, 16mm.

Peter and the Wolf

Elizabeth Eileen Scott. (Filmstrip) Released by Society for Visual Education, 1953. 46 frames, black and white, 35mm.

Piet Takes a Barge Trip

Young America Films, 1952. (Filmstrip) 47 frames, color, 35mm. (Children of Europe Series, Set No. 1.)

The Postal Story

Tested Teaching Films Corp., 1953. (Filmstrip) 66 frames, color, 35mm.

Preapproach

McGraw-Hill Book Co., 1952. Produced by *Transfilm*. 10 min., sound, black and white, 16mm. (Salesmanship Series.) Correlated with Textbook of Salesmanship by Frederic A. Russell and Frank H. Beach.

Presidential Elections

Encyclopaedia Britannica Films, 1952. 14 min., sound, black and white, 16mm. (American Democracy Series.)

(Continued on page 6A)

Audio-Visual Aids

(Continued from page 5A)

The Procrastinator

Centron Corp. Released by Young America Films, 1952. 1 reel, sound, black and white, 16mm. (Discussion problems in group living.) With teacher's guide.

Prospecting

McGraw-Hill Book Co., 1952. Produced by Transfilm. 10 min., sound, black and white, 16mm. (Salesmanship Series.) Correlated with Textbook of Salesmanship, by Frederic A. Russell and Frank H. Beach.

Protecting Eyes at Work

Popular Science Pub. Co., 1952. (Filmstrip)

Developed in co-operation with the National Society for the Prevention of Blindness. 51 frames, color, 35mm.

The Pueblo Indians of the Southwest

Popular Science Pub. Co., 1953. (Filmstrip) 34 frames, color, 35mm. Ansco color. (Our Friends the American Indians.) A Richard Nelson Travel strip.

Quotation Marks and Italics

Young America Films, 1953. (Filmstrip) 38 frames, color, 35mm. Eastman color. (The Punctuation Series, No. 5.)

Railroad Story

Castle Films, 1951. 1 reel, sound, black and white, 16mm.

Responsibility

Centron Corp. Released by Young America

Films, 1953. 1 1/4 reel, sound, black and white, 16mm. (Discussion problems in group living.) With teacher's guide.

Rest That Builds Good Health

Coronet, 1953. 11 min., sound, black and white, 16mm.

River Development and Flood Control

Middle West Service Co., 1953. (Filmstrip) 55 frames, black and white, 35mm.

Robi's Alpine Summer

Young America Films, 1952. (Filmstrip) 50 frames, color, 35mm. (Children of Europe Series, Set No. 1.)

Room for Discussion

Encyclopaedia Britannica Films, 1952. 24 min., sound, black and white, 16mm. Produced under a grant to the University of Chicago from the Fund for Adult Education.

Safety in the Shop

Popular Science Pub. Co., 1953. (Filmstrip) 50 frames, color, 35mm. Ansco color. (Woodworking.) Developed in co-operation with McKnight & McKnight Pub. Co.

Safety on the Way to School

Coronet, 1952. 11 min., sound, black and white, 16mm.

School Rules: How They Help Us

Coronet, 1953. 11 min., sound, black and white, 16mm.

Semicolon and Colon

Young America Films, 1953. (Filmstrip) 36 frames, color, 35mm. Eastman color. (The Punctuation Series, No. 3.)

Simone's Surprise

Young America Films, 1952. (Filmstrip) 49 frames, color, 35mm. (Children of Europe Series, Set No. 1.)

Simple Changes in Matter

Coronet, 1953. 11 min., sound, black and white, 16mm.

The Ski Meet

Young America Films, 1952. (Filmstrip) 47 frames, color, 35mm. (Children of Europe Series, Set No. 1.)

Snakes Can be Interesting

Centron Corp. Released by Young America Films, 1952. 12 min., sound, black and white, 16mm.

The Solar System

International Screen Organization, 1953. 11 min., sound, black and white, 16mm. (Astronomy Films, No. 3.) Mabel Sibley.

Steel

United States Steel Corp., 1953. (Filmstrip) Made by Jam Handy Organization. 32 frames, color, 35mm. Ansco color.

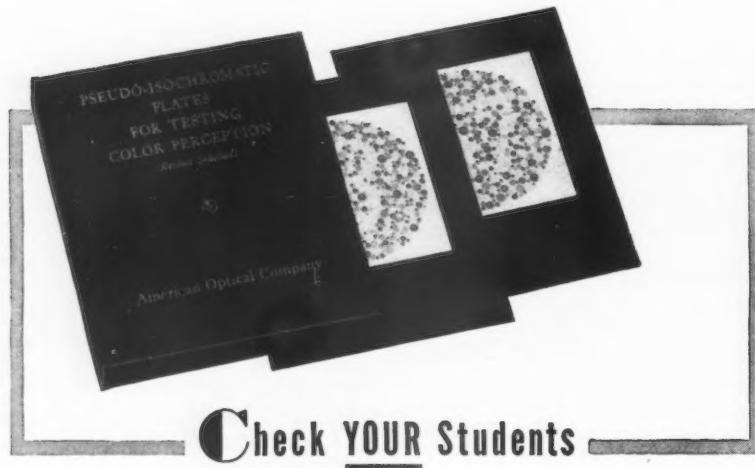
Stories From Other Lands

William P. Gottlieb Co. (Filmstrip) Released by Encyclopaedia Britannica Films, 1952. 6 filmstrips, color, 35mm. Eastman color. Cartoon drawings.

The Story of a Frog

United World Films, 1951. 13 min., sound, black and white, 16mm.

(Continued on page 8A)



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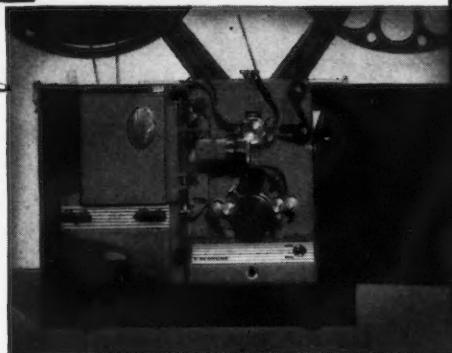
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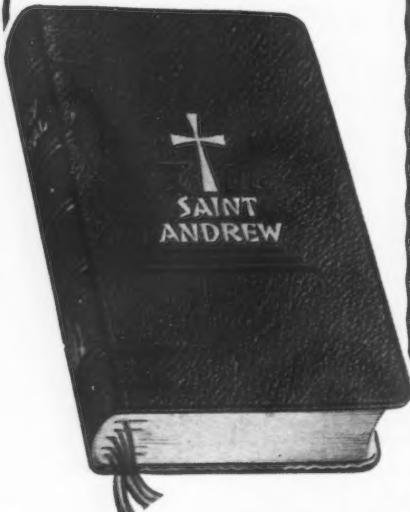
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Audio-Visual Aids

(Continued from page 6A)

The Story of a River

Popular Science Pub. Co., 1953. (Filmstrip) 48 frames, color, 35mm. Ansco color.

The Story of Potatoes

Viking Pictures Corp. Released by Encyclopaedia Britannica Films, 1952. 12 min., sound, color, 16mm.

The Story of Rice

Viking Pictures Corp. Released by Encyclopaedia Britannica Films, 1952. 12 min., sound, black and white, 16mm.

The Story of the American Indian

Yale University Press Film Service, 1953. (Filmstrip) 40 frames, black and white, 35mm. (The Pageant of America Filmstrips, No. 1.)

Street Safety Is Your Problem

Centron Corp. Released by Young America Films, 1952. 10 min., sound, black and white, 16mm.

The Sun

International Screen Organization, 1953. 11 min., sound, black and white, 16mm. (Astronomy Films, No. 1.) Mabel Sibley.

The Thermometer

Young America Films, 1953. (Filmstrip) Produced by Key Productions. 51 frames, black and white, 35mm. (Elementary Science Series, Set No. 3.)

This Is Korea

Torge Photos. (Filmstrip) Released by Educational Services, 1953. 4 filmstrips, color, 35mm.

Time for Television

Seminar Films in collaboration with the Child Study Association of America, 1952. 17 min., sound, black and white, 16mm.

Time-Lapse Studies of Growing Trees

New York State College of Forestry, 1953. 12 min., sound, color, 16mm. Kodachrome.

The Toy Telephone Truck: Background for Reading and Expression

Coronet, 1953. 10 min., sound, black and white, 16mm.

Ugly Duckling

Encyclopaedia Britannica Films, 1953. 10 min., sound, color, 16mm.

Understanding Our Earth: Soil

Coronet Instructional Films, 1953. 11 min., sound, black and white, 16mm.

Understanding the Dollar

Coronet, 1953. 11 min., sound, black and white, 16mm.

Understanding Vitamins

Encyclopaedia Britannica Films, 1952. 14 min., sound, color, 16mm.

The Use of Artificial Respiration in First Aid

Centron Corp. (Filmstrip) Released by Young America Films, 1952. 40 frames, black and white, 35mm. (First Aid Series.)

Using Air Pressure

Visual Sciences; 1953. (Filmstrip) 26 frames, color, 35mm. Eastman color. Fourth in a series of five filmstrips.

A Visit to Japan

Popular Science Pub. Co., 1953. (Filmstrip) 46 frames, color, 35mm.

Warriors at Peace

Avalon Daggett Productions, 1953. 12 min., sound, color, 16mm. (Cinetour.)

Water and Its Work

Young America Films, 1953. (Filmstrip) Produced by Key Productions. 40 frames black and white, 35mm. (Elementary Science Series, Set No. 3.)

Water Birds

Walt Disney Productions. Released by RKO Radio Pictures, 1952. 30 min., sound, color, 35mm. Technicolor. (True-Life Adventure Series.)

The Water We Drink

Coronet, 1952. 10 min., sound, black and white, 16mm.

We, the People

Popular Science Pub. Co., 1953. (Filmstrip) Produced in co-operation with World Book Encyclopedia. 52 frames, color, 35mm. (The American Way, No. 6.)

What Air Does

Visual Sciences, 1953. (Filmstrip) 29 frames, color, 35mm. Second in a series of five filmstrips.

What Air Is

Visual Sciences, 1953. (Filmstrip) 24 frames, color, 35mm.

What Air Pressure Is

Visual Sciences, 1953. (Filmstrip) 28 frames, color, 35mm. Eastman color. Third in a series of five filmstrips.

What Are Elements and Compounds?

Popular Science Pub. Co., 1953. (Filmstrip) 52 frames, color, 35mm. Ansco color.

What Is Color?

Popular Science Pub. Co., 1953. (Filmstrip) 50 frames, color, 35mm. Ansco color.

What Is Magnetism?

Popular Science Pub. Co., 1953. (Filmstrip) 52 frames, color, 35mm.

What the Frost Does: Background for Reading and Expression

Coronet Instructional Films, 1953. 11 min., sound, black and white, 16mm.

Where Did the Indians Live?

Popular Science Pub. Co., 1953. (Filmstrip) 32 frames, color, 35mm. Ansco color. (Our Friends the American Indians.) A Richard Nelson Travel strip.

Who Are the People of America?

Coronet, 1953. 11 min., sound, black and white, 16mm.

Why Things Float

Young America Films, 1953. (Filmstrip) Produced by Key Productions. 41 frames black and white, 35mm. (Elementary Science Series, Set No. 3.)

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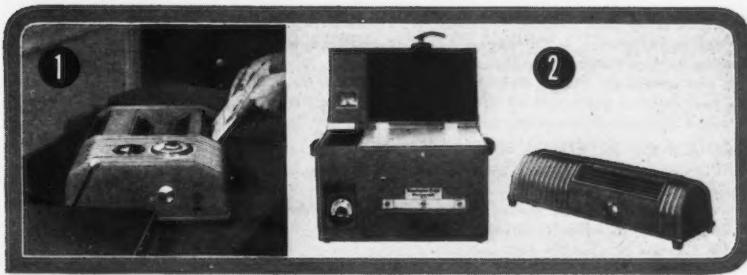


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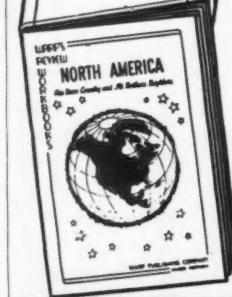
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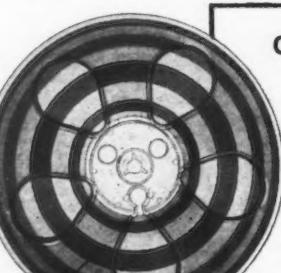
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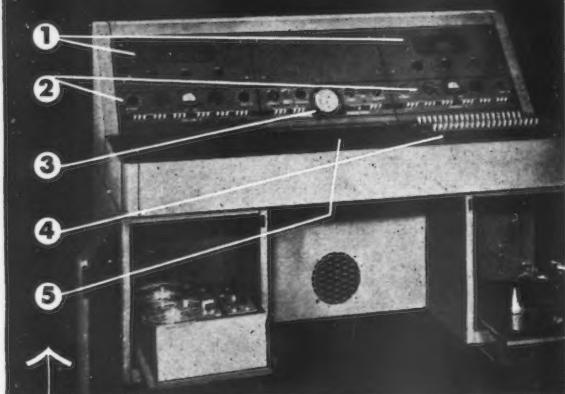


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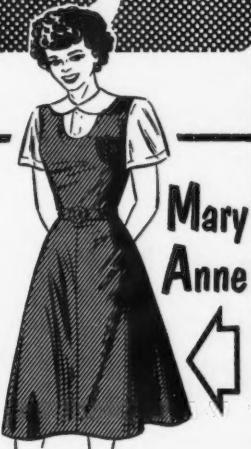
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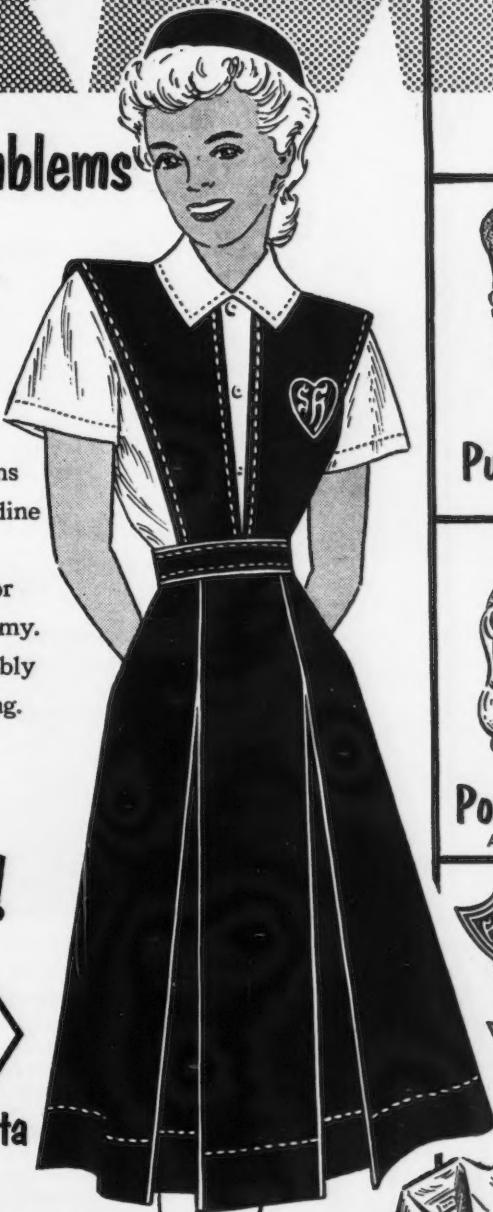
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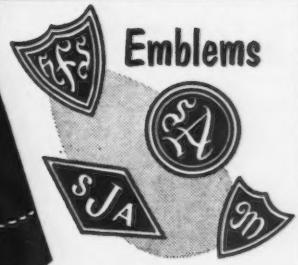
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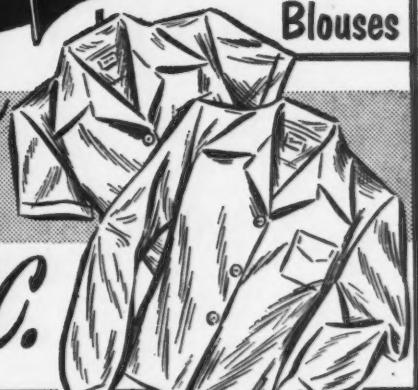
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Guidance in the Home Room

Brother Alois, C.F.X., M.A. *

IN THIS complicated age the need for guidance is obvious. Hence many of our schools are freeing a member of their staff from his or her classwork and setting up a program of guidance. But these guidance directors, with only a few exceptions, admit that it is almost impossible for them to give sufficient attention to even the majority of their students. In a school of six hundred students a guidance director, seeing seven pupils a day for every one of the 190 school days, would interview each student about twice a year. This pace, of course, would be impossible but even if it could be achieved it would be inadequate. Only in a much smaller school would the system be effective. The alternative in large schools would be to have more guidance directors but, since sufficient personnel and facilities generally are lacking, a home-room guidance program may be the best solution.

Home-Room Setup

The home-room period provides an ideal time for announcements, for school and class activities such as selling tickets, taking up collections, planning projects, etc., and it provides a good opportunity for students to be called to the offices without losing class time. And, if well organized, it allows each teacher to be a guidance director for a small number of students both as a group and as individuals.

Rules for the Home Room

Conducting a home-room period properly is no easy task. Because of the informal nature of the period it can easily get out of hand and when this happens the tendency is to make the students keep absolutely quiet and study. This obviously defeats the very purpose of the period and

every means possible to avoid its eventuality should be adopted. Eight general principles for the proper conducting of a home room may be laid down:

1. It must be well organized with students knowing beforehand what the topics of the period will be.
2. It must provide controlled relaxation for the students.
3. Its purpose as a guidance period must be emphasized; the students being made to realize that group guidance has a very real value.
4. The period should be interesting and informal.
5. Students should participate in the period as much as possible but without having to prepare anything themselves.
6. Only on rare occasions should students be allowed to study during the period.
7. Writing is never allowed. Once the pupils are allowed to do homework during the time, they resent it when the privilege is rescinded.
8. Emphasis must be placed on the fact that many of our students do not have problems and we cannot plan even the larger number of periods as problem-solving periods. But in every class we can give guidance that will interest all.

Orientation

In the beginning of the year (say for the first month) the students may benefit most from an orientation course. They introduce themselves to the class, giving a short biography, telling of their likes and dislikes, hobbies, etc. The teacher then introduces or reintroduces them to the school, its teachers, courses, plant, traditions, facilities, history, etc. Such periods are not to be ones in which the students can participate to any great extent.

After the first month the home-room

periods may be so planned that the pupils know what to expect each day. The plan will be changed over the year but for the most part it will be a routine.

Home-Room Discussions

Monday is the popularity period. Every Monday this subject — dear to the hearts of teen agers — is treated in some manner. First it is a good idea to show them the difference between popularity and notoriety. Too often fine young men and women are concerned because they do not seem popular; the crowd does not brighten up with smiles when they come into the group as it does when a clown presents himself. They will do odd things to attain popularity, things not at all in keeping with their character. They must be shown that only real goodness leads to real popularity. Good manners may be discussed frequently using a textbook or treating them informally. The pamphlet *The Young Catholic Student*¹ is recommended here. Behavior on dates and at dances may be discussed both from a standpoint of morals and of popularity. Behavior and attitudes at home and at school and elsewhere may be treated. Cleanliness and personal hygiene, so necessary to popularity, may be brought in.

Tuesday is the Cultural Period. How little we teach our students about good music, arts, and the so-called finer things in life! Instead of criticizing modern music would it not be more beneficial to bring in a record player and some good records and "introduce" the students to good music? Likewise the students may be given standards to determine what is good taste in furniture and decorations; they may be taught what is art; they may be encour-

*Archbishop Stepinac High School, White Plains, N. Y.

¹Mercy Press, 1437 Blossom Rd., Rochester 10, N. Y., 10 cents each.

aged and directed how to visit local museums. The current movies may be evaluated—a phase of guidance most often completely overlooked in our teaching. New plays, books, concerts, may be discussed. The teacher is not expected to have firsthand knowledge of all these things but he can guide the students to arrive at a consensus of the opinions of the most competent critics and provide the background which young people lack in making judgments.

Wednesday is the Civics Period. Taking care not to duplicate the social studies period, events of the day may be discussed. An interest in city, state, and national politics should be developed in the students and they should be made to know and follow the doings of their representatives in each of these governments. A great service will be rendered them and the country if they are taught to make impartial and unbiased judgments in politics. In addition to this the students should be given an appreciation of their own city and state—their beauty, points of interest, and recreational and other facilities being pointed out to them. In places where the transportation system is complicated it can be explained as needed.

Thursday is Problem Period. It is announced beforehand what problems will be discussed and the students may submit cases by anonymous notes. Or, since these follow a pattern anyway, the usual teenage problems can be taken one by one. It is best to stick to one type until they are exhausted and then go to another. In order of frequency the most important topics seem to be these: scholastic problems, financial problems, boy-girl problems, home problems, personality and physical development. Problems of purity, although discussed sincerely and frankly whenever they arise, are better left for the religion period. The problem of careers is in a class by itself and should be saved until the time comes for making out the subject program for the next year or choosing a college. Then it should be studied thoroughly and the students given all the collective and individual guidance they need for this most important long-range planning. Here, as in most aspects of this guidance work, the teacher will find there are numerous good books that will be of much assistance.

Friday is Activities Period. This will consist chiefly in class meetings and working on class projects. The class organization is important. The officers should be elected in a model campaign. They should preside at meetings every two or three weeks and these meetings should be conducted according to strict parliamentary procedure. The students should be taught



An Apple for Teacher at St. Peter's Orphanage, Memphis, Tenn. Sisters of Charity of Nazareth are the teachers. The picture was taken by Charles Nicholas, photographer for "Commercial Appeal."

not to expect things of great importance to be accomplished at every meeting but they should see their value in preparing them to be able to make their influence felt in unions, societies, and clubs later on.

The class activities that are conducted during this period are the ordinary ones such as editing a school paper or a class bulletin, organizing class teams or committees, and reporting on and directing any movement that the class may have undertaken. Great work has been done here by some classes that have organized and spurred on the work of the Christophers among their own members.

Individual Guidance

Besides all this group guidance the home-room period allows the teacher to do some individual guidance work. For instance some teachers have done a fine job in administering tests and measurements to their home-room students and informing them what the results indicated. If the teacher is not experienced, these results would not be relied on as would those of

an expert but they can be of definite help.

Individual guidance conferences are difficult but not impossible during the home-room period. The teacher may talk to the student in the corridor or in front or back of the room if there is enough free space while a class meeting, discussion, or project work is going on. Since the students would perhaps volunteer only a little information under such handicaps, a questionnaire administered to the whole class would be found very helpful as a basis for the personal interview. The questionnaire saves time and starts the interview with a bond of intimacy already established. In the interview the teacher can at least check on the Mass, sacraments, home conditions, and studies. Perhaps the most important result will be encouragement of the students and their realization that the teacher and the school have an interest in and affection for them and a desire to be of all possible assistance.

Where serious problems come to light the teacher must make every effort to see the student privately.

The Psychology of Christ's Teaching

Sister M. Beata, M.H.S.H. *

MOST of the psychological facts recorded in today's textbooks were used more than 2000 years ago. Why do I say most? Because man is not the infallible interpreter of the laws of psychology but Jesus Christ, being God and man, is. Psychology studies human beings—human beings composed of body and soul. As Father Hull says, "One cannot put it more neatly than to say that psychology means human nature as a living, feeling, and thinking subject."¹ Christ's teaching considered the whole man, his powers of soul—memory, understanding, and will; his sentient faculties—senses and emotions. One basic principle of modern psychology is that teaching should be done through configurations, that is, to teach the whole and, if necessary to dismember the whole, that its membership be restored before the teaching is completed. "The Gestaltists, or 'configurationists' as they are sometimes known, explain human behavior and learning without the hypothesis of mind. . . . In explaining the process of learning, they stress the role of insight; but it is an insight far different from the insight that results from reflective thinking."² It seems to me that modern psychology itself fails in this basic principle of configuration when it destroys the membership of the human being and gives no consideration to the most important faculty of the human being, the will, which is an especial faculty of the soul. "The moment that the substantial union of soul and body in the human being is denied, there can be no adequate explanation for the process of learning. It is because man can have ideas which are formed by the intellect through the medium of the senses, that learning and education can take place. Ideas are the 'stuff' of thought, of thinking, of learning. Although thought and physiological processes are most intimately connected because of the substantial union of soul and body in man, thought and learning can never

be explained by physiological processes alone."³

Securing Attention

Jesus Christ knew the inner workings of the human being simply because He created it. I say simply not ironically but by way of emphasis because it seems so logical to test the soundness of modern psychology in the light of Christ's psychology, but in this day of "isms" so much has come under the smoke screen, even psychology. Christ knew that an appeal must be made to the intellect before any response whatsoever could be expected. "Since learning takes place best under conditions of clear and undivided attention, it is evident that a primary factor in the learning process is attention."⁴ How did Christ get that attention? What was there in His Person that motivated that attention? Let us follow the simple scene along the Sea of Galilee. "And going into one of the ships that was Simon's he desired him to draw back a little from the land."

What was the result? Immediate attention! Who is this Man who is willing to share their lot, who is this Man who sits in the fisherman's boat thus showing respect for their humble trade? There is an immediate response to this sympathetic approach before one word has been spoken. His speech adds to what His manner has established. Our children are keener psychologists than we realize and our manner will betray sympathetic understanding, enthusiasm, zeal, and interest or the lack of it. Each child should feel that we are here for him, that we have something to give him, no matter whether he is the dullest or the brightest.

Use Concrete Examples

"Knowledge which is the result of the learning process begins with concrete experiences."⁵ How well Christ knew and applied this fundamental principle of psychol-

ogy. First of all, Christ's presentations were models of concrete expression. One reading of the "Pharisee and the Publican" affirms this. Here is a clear picture, exact in detail, with action vividly portrayed, so that through its telling a very accurate representation is given. When Christ spoke of a bird, it wasn't just a bird, but an eagle, a raven, a sparrow; when speaking of money, it was a talent, a groat, a pound; when speaking of trees and plants, it was a fig tree, a mulberry tree, a grain of mustard seed, a cockle growth among wheat. Christ drew attention to these concrete experiences through the utilization of the senses. His voice, the conviction with which He spoke, the sympathetic interest for His listeners which His voice betrayed, readily aroused all to attention. There was an appeal to the eyes, too, through the use of visual aids. On one occasion when Christ was teaching His Apostles the lesson of simplicity and humility, He placed a little child in the midst of them and then gave His lesson. On another occasion we hear Christ asking His pupils to furnish the visual aid and answer questions concerning it. The Scribes and Chief Priests asked Him, "Is it lawful for us to give tribute to Caesar, or not?" Christ didn't answer them, produce the coin, and begin to explain. He required a little participation on the part of His pupils. He asked them to supply the coin and then proceeded to give His lesson through the use of the coin. Frequently Christ drew out His pupils as we see Him doing here through the use of questions. "Whose image and inscription hath it? They, answering, said to him, Caesar's. And he said to them: Render therefore to Caesar the things that are Caesar's: and to God the things that are God's." His conversation with the Samaritan woman at the well is even a more striking example of this manner of teaching. Christ knew that the mind is more eager to accept when it realizes its need of the truth. He established the fact of the need through well-planned questions which made it much easier for conviction to follow.

¹Mission Helpers of the Sacred Heart, 1001 West Joppa Road, Towson 4, Md.

²Formation of Character, by Rev. Ernest Hull, S.J.

³Collapses in Adult Life, by Rev. Ernest Hull, S.J.

⁴Ibid.

⁵Ibid.

Overcoming Prejudice

In His teaching our Lord met with much prejudice—the emotionalized attitude. How did He handle this situation? "And it came to pass on the second first Sabbath, that, as he went through the corn fields, his disciples plucked the ears, and did eat, rubbing them in their hands. And some of the Pharisees said to them: Why do you that which is not Lawful on the Sabbath days? And Jesus answering them, said: Have you not read so much as this, what David did, when himself was hungry, and they that were with him: how he went into the house of God and took and ate."

Christ drew from history an incident with which they were familiar and one which they revered. It paralleled the situation now under question. He was showing them that if that was their attitude in the first situation, it should be so in this one, exposing clearly their prejudice. It was left to them now to open their intellects to the light of truth or draw down the blinds of prejudice. This we also should do in our teaching. I believe, for example, that we do what our Lord would do when we carefully lay the foundation of the Fatherhood of God and the brotherhood of man—all are created equal, all are children of the same Father either by creation or by creation and grace. Then when the children are thoroughly grounded in this basic principle, we make application of this truth in their lives, showing practical ways of living the principle and motivating them to live it, first among those of their own race. Later, we go a step further and make the application take a wider range, so that it includes those outside of their race, showing them how the basic principle of Fatherhood of God and brotherhood of man applies here too.

Will Power

There is so much more to be written and so much has been so beautifully written by others about the psychology of Christ's appeal to the senses and intellect of man. But why was Christ so careful to give an effective presentation of doctrine to His pupils? Had He gone no further than merely present attractively, His teaching would have been without effect. If we go no further in our teaching, it will be without effect. We want our children not only to know the truth and appreciate it but we want them to will to live the truth. Christ was appealing to the intellect because He wanted to move the will. An analysis of the human act discloses that the will can be moved only

after the intellect has weighed, considered, and presented that course of action which seems desirable. Yes, the course of action may be desirable, may be appreciated, but it usually entails some self-denial on the part of human nature. Then in order to put the will into action to make the right choice, an added push is needed. What is that added push? Motivation. There must be some very good reason for acting, some reward; otherwise why should the will choose something that may entail self-denial? Christ knew that all individuals, adults and children, are microcosms, little worlds in themselves, experiencing a complexity of urges, desires, passions, emotions, etc. These appetites of man need a definite control. That control lies in the will. Christ provided for that added push necessary to help the will exercise proper control, through the use of natural and supernatural motivation. Natural motivations are extremely necessary and valuable and would operate in all fields of the child's life. A child who has been imbued with the dignity of his person, of sincerity, of justice will not easily fall into sins of impurity, untruthfulness, dishonesty. Witness the high standards of conduct in some schools, where students have been made to feel that the traditions of the school have been untarnished and that they have a responsibility to maintain them.

The Will of God

A true account was told of a group of young men who had become victims of the vice of impurity. One alone in the group withstood the temptation. He was asked why he was able to overcome this temptation. He answered that it was im-

possible for him to face his mother if he had committed such an act. This is a high type of natural motivation but not all children have this motivation to move them to make right choices. "The most important thing to instill into a child's mind is that obedience is a submission to duty, and not to a human will—that his true rule of conduct is the objective law of right and wrong."¹⁶ The affection for parents, for honor or whatever it may be must be used as stepping stones to affection toward God. Above all, the child must be taught to do it because it is a duty which he owes to God and it is a duty to which God has promised a reward.

St. Ignatius says, "all creatures on the face of the earth are given to man to help him to the end for which he is created; and are to be used so far as they help, and to be rejected so far as they impede the process."¹⁷ Father Hull says, "If they are appealed to as accessory helps to support the will in resisting temptation and standing firm to duty, it would be wrong not to make use of them."¹⁸ I think these statements prove clearly the utility and necessity of natural motivation.

Supernatural motivation, however, must at all times be the first principle in the child's life. As Cardinal Newman so aptly says, "if natural motivation will not hold, then the anchor of supernatural motivation must still the complexities that arise within human nature." Under the strong attractions of passion, only the strongest motives will pull in the reins—the fear of eternal punishment.

¹⁶Formation of Character.
¹⁷Collapses in Adult Life.
¹⁸Ibid.



Fifth grade at St. Vitus School, New Castle, Pa. "Putting Mary into the Classroom," Missionary Zelatrices of the Sacred Heart are the teachers.

God's Order in the World

Children must realize that their actions are important, because they establish a definite order in the world. If my actions are chaotic, if they are the actions of the gang re-echoed in the oft-repeated phrase, "everybody's doing it," then the actions of my fellow men may become chaotic. A simple allegorical example of nature will exemplify this. Thanks to the goodness of our Creator, nature observes perfect order, setting the stage for a life of peace for man. Man alone has the power to disturb this order. Suppose one little grain of wheat were to arise and say, "It doesn't matter if I mature, I intend to remain dormant," then another little grain observing this example would follow in line until the contagion of evil choice had spread throughout the field. Farmer Jones would be without his daily subsistence.

Suppose this were to spread throughout the entire world — what a disaster. This can be seen but, through lack of proper motivation, a far worse disorder is being established — one which is not so easily perceived. It is bringing temporal and spiritual ruin to our country. Acceptance of bribes by men in public office, unjust decisions in the court, infiltration of Communism, materialism, are all indications of failures to carry over true principles of action into adult life. Increasing sex crimes, juvenile delinquency, evidence lack of proper motivation in the will of the young. The attitude, "it doesn't matter, everybody's doing it," easily spreads chaos. Well, does it really matter if psychology hasn't furnished a better reason for acting than the natural one? We all know the answer; then it would be every man for himself. But no, it must be every man for God

because it does really matter. My actions have a redounding influence on the world, the child must be given that sense of responsibility through proper motivation. The only way Christ stabilized society was to put God into the lives of His pupils as the silent, commanding Observer of their actions.

Motivate the Will

It is clear that, in order to attain his End, the whole man must be reached. We saw how effectively Christ's teaching provided for this through appeal to intellect and will. This, too, must be the aim of our future endeavor and study, realizing that knowledge is only a means to volition, and that in order to Christianize man, the will must be penetrated through proper motivation. Then only will it be brought into union with its Creator's will.

Curriculum Changes in Secondary Mathematics

*Sister Noel Marie, C.S.J. **

CURRICULAR considerations have occupied teachers of mathematics as they have concerned all educators. Emerging from recent reports, studies, surveys, and discussions is one central idea: mathematics teachers have a dual responsibility. They must prepare the scientist and the mathematician of tomorrow; they must satisfy the mathematical needs of the ordinary citizen, the nontechnical aspects that call for immediate practical application.

A Bit of History

On the historical horizon of mathematics curriculum planning several landmarks appear. The Committee of Ten in 1894 was concerned with the question of how best and quickest to accomplish the purposes of the high schools. The National Committee on Mathematical Requirements made a comprehensive study that was published in 1923; it covered the whole problem of mathematical education on the secondary and collegiate levels. Of special

profit to teachers of mathematics was the report of the Joint Commission of the Mathematical Association of America and of the National Council of Teachers of Mathematics published in 1940 in the *Fifteenth Yearbook* of the National Council. This group recognized the curricular dilemma of the secondary schools, particularly in the ninth grade. A course in algebra for the noncollege student was not practical; the general mathematics course was stigmatized as the "dumbbell" course.

The Commission suggested two alternative curriculum plans. In one, general mathematics and algebra are offered as alternatives for the ninth grade, and the pupil may make his choice between them in terms of his plans and interests. In the second, only general mathematics is offered in the ninth grade and the usual college-preparatory sequence follows in grades ten through twelve.

Various Needs

Revelations of lack of mathematical-preparedness brought out by World War II resulted in the formation of the Commiss-

sion on Post-War Plans (created by the National Council). This Commission made a first report in May, 1944; second in May, 1945; third in November, 1947. This last was called the Guidance Report of the Commission on Post-War Plans and it was written primarily for high school students, guidance personnel, parents, and administrators. It shows most completely what mathematics is needed for personal use by trained workers, for college preparation, for professional workers, for civil service workers.

The second report, subtitled the Improvement of Mathematics in Grades 1 to 14, offered 34 theses which presented suggestions for improving mathematical instructions from the beginning of the elementary school through the last year of junior college. One of these theses was devoted to the problem of the ninth year.

Algebra or General Mathematics

"Thesis 13. The large high school should provide in grade 9 a double track in mathematics — algebra for some and general

*College of Saint Rose, Albany, N. Y.

mathematics for the rest." (Large high school, with 200 pupils.)

According to the recommendation of this Commission, algebra would be studied by "those whose ability and future outlook indicate to their advisers that they should take it and a good course in general mathematics for the rest."

Again we meet the problem which has grown out of the fact that algebra wears an "unwarranted halo of prestige" while "stigma and disrespect" is the lot of general mathematics. The Commission's answer is that pupils should be told that general mathematics is *organized* differently, that it offers a greater *variety* of topics and that it is related *more directly* with immediate application. "The goal of a strong mathematics department should be to have every pupil in the appropriate course with no dissatisfied customer in any class."

Several members of the Post-War Commission have written textbooks which follow the lines suggested in the "second track," the more general phase of mathematical applications. They were guided in their context by the *Check List* of 28 essentials for functional competence that would enable him to understand what is going on in the world about him.

The Basic Skills

Because of the frequent charge that "boys and girls can't read and they can't figure," New York State Education Department's Readjustment Program, during 1950-51, sponsored ten conference clinics on the basic skills. In the spring of 1952 an abstract was issued which summarized a full report on readjusting mathematics in our high schools; the more complete manual was published in September, 1953, by Dr. Elizabeth B. Carey, supervisor of elementary education, New York State Education Department.

Warren W. Knox, assistant commissioner, feels that this second publication, *Mathematics for All High School Youth*, may well be considered a charter in mathematics for the schools of New York State. "This report presents, in summary form, recommendations for the improvement of instruction in the basic skills of mathematics. It offers suggestions for the organization and administration of a program of mathematics from the elementary school through the secondary school that will insure the development and maintenance of sound instruction for the children and youth in our schools."

A Two-Track Program

On the question of curriculum, it was

the consensus at the conference clinics that the needs of all pupils can be met best through a differentiated program. At present the secondary school curriculum tends to prepare about 15 per cent of the student body between the ages of 12 and 18, those planning to enter college or the skilled occupations. The remaining majority, those for whom high school may be terminal (even many who will not complete high school) are offered the same courses—courses which are primarily a foundation for further and more advanced mathematics.

In describing the suggested differentiated program, the expression "two-track" is again used. As for the titles of these double-track programs, the Carey report suggests that the first-track courses be called "producer mathematics" and the second-track "consumer mathematics." No decision on terminology was reached, however, at the conference clinics or by the consultants. In fact, schools are urged to consider this problem of terminology and to make suggestions concerning their viewpoints on more appropriate titles.

Producer mathematics would follow the "regular" courses with the change "to secure a sequence that will maintain the basic skills and result in continual growth, the traditional compartmentalization . . . should be discarded." Some geometry and trigonometry are now developed in ninth-year algebra. A syllabus is available for the tenth year in which co-ordinate geometry is introduced, basic arithmetic skills are extended and enlarged. Also in the eleventh year a possible program blends algebra and trigonometry; algebraic principles are illustrated in trigonometric problems; for example, when the quadratic formula is taught it is to be applied to trigonometric equations.



Exhibit for Catholic Press Month at Our Lady Queen of Peace School, Maywood, N. J. Religious Teachers Filippini are the teachers.

The term "consumer" mathematics should emphasize the fact that this is not just another general mathematics. Above all it must not be construed as a watered-down version of the "producer" mathematics. While the New York State Education Department has not yet clearly defined a course outline for this track, it has in mind the emphasis of the following basic skills during the ninth year:

1. A review of arithmetic based on diagnostic tests and followed by remedial work, if necessary.

2. Development of concepts of geometric forms, their measurement and their application in life situations.

3. Introduction to simple equations; the use of formulas in solving simple equations.

4. Understanding and interpreting graphs; presentation of graphic data.

5. The mathematics of personal living, earning money, budgeting, intelligent buying, saving and banking.

The Department strongly recommends that this course contain a "considerable amount of material of an informational nature about algebra and geometry learned through observation, experimentation, and deductive procedures." It further urges a study of the community by the teacher so that the text may be supplemented by other resources; in fact, if the material selected be from the pupils' experience, school, home, and community, a single text would be inadequate.

Mathematics in Life

Beyond ninth grade the second-track program would develop functional competency in future citizens by carrying mathematics learning directly into the home, into business, into local government. Topics covered would include our number system, budgeting, installment buying, cost of renting or buying a home, cost of running and maintaining a home, insurance, saving and investment, interpretation of graphs and statistics, taxes and tax reports, banking and checking accounts.

A change as radical as this suggested by the New York State Education Department will present immediate problems:

1. *Guidance.* "Each pupil must be guided into the mathematics courses which will be functional for him." This would involve a study of each pupil's background: his records of tests, his reasons for the particular choice of a course, and his past experiences. The report points out that parents often need as much guidance as the pupils themselves.

2. *Teacher Re-education.* "Teachers in the field will have to make readjustments and teacher-training institutions will have

to consider the new high school program in working with prospective teachers." The teacher readjustment is necessary because of a change in teaching technique as well as in point of view. Both may be effected through some in-service training — study groups, conferences, clinics, workshops, or summer schools. "The teacher, himself, has the most vital role in any readjustment of the mathematics program."

Parenthetically, a recent U. S. Office of Education survey report, *Mathematics in Public High Schools*, points out a marked disregard for mathematics by high school students; this is evidenced by low enrollments, an increasing number of dropouts, and the fact that mathematics teachers are teaching courses other than those in their own field. It would seem the better part of valor to take stock and if this new curriculum is a remedy for the situation co-operate fully with the change.

3. *The small school.* The question that arises here is that of the school which has only one teacher of mathematics. The report admits that the solution lies in the ingenuity and resourcefulness of the teacher; the only suggestions offered are to alternate general mathematics and algebra or to teach both during the same period, combining groups for particular phases of the work.

4. *Problems of a general nature.* These are principally those which may be classed as administrative, content of courses, classroom management, psychological aspects of learning, or techniques of teaching.

Administrative Problems

The administrative problems are many. If a second-track course is to be adopted, the administrator must decide "where the course should be placed, how continuity may be maintained throughout the high school mathematics program, how to facilitate changes from one track to another, whether or not it is desirable to have a third track also, whether there should be a tenth year course in general mathematics to follow the ninth year course, how a pupil's leaving school can be anticipated, and how he can be steered into a basic course before he leaves, and which pupils should take the second-track course."

The content of the courses the Committee felt should be dictated by the aim of meeting the needs of the pupils and then adapting the content to individual differences.

The question of providing for individual differences will directly affect the classroom management, psychological problems, and teaching techniques.

If so many problems are raised as a result of revamping the mathematics cur-



Father William Joseph Chaminade (1761-1850), founder of the Society of Mary (Brothers of Mary). The picture is taken from a photograph of a bust which adorns Chaminade Hall, the students' dormitory of St. Mary's University, San Antonio, Texas.

riculum, administrators may be tempted to question the wisdom of a change.

Teaching Mathematics in the Secondary Schools by Kinney and Purdy has two excellent chapters on the mathematics curriculum. The following excerpt highlights the "why" of a change in curriculum:

... with a broader viewpoint of what constitutes the mathematics competence required for effective citizenship and with a more imaginative concept of the kinds of experience that shall constitute the mathematics curriculum, we must proceed to plan a sequence that will be challenging and interesting not only to the verbal pupil who can readily grasp the principles and generalizations of abstract mathematics, but also to the practical minded pupil who must deal with things, rather than words. Providing practical minded pupils with mathematical literacy is a matter of vital importance.

Dr. C. V. Newsom, associate commissioner for higher education in the New

York State Education Department, spoke of the "Place of Mathematics in Modern Education" in a lecture delivered at Columbia University, May 17, 1951. In this excerpt he notes the trend in curricular changing and he strikes a hopeful note in his look at the future.

The subject of mathematics, in common with most of the traditional courses in the school curriculum, is being subjected to critical examination by modern educators, parents, and the public in general. This is proper and desirable. We are seeing the creation of many new and experimental programs for the teaching of mathematics, some conceived in wisdom and some in ignorance. Out of such experience mathematical educators are beginning to understand the way that is ahead. The place that mathematics must occupy in the educational program is clear; that place will be secure, perhaps some decades hence, when more than a few classrooms have teachers of insight and enthusiasm.

Slow Learners Need Success

Brother Louis J. Faerber, S.M., Ph.D. *

IT IS the rare teacher who is able to discover the big things that count in the hearts of slow learners.¹ A teacher who is able to sense the heart hunger of these low-normal pupils and to satisfy it is one whose ministering hand will be able to effect a new and wonderful transformation in the lives of the neglected. Her merits will be counted in the new generation which she rears, and her work will go beyond the reaches of time and touch eternity. What is this heart hunger felt by slow learners in our high schools? The answer is quite simple but involves much more than may be apparent on the surface. Stated in its barest essentials, it is simply *the craving for self-respect*.

The Person in the Pupil

The slow learner is first of all a person and not just a category. His dignity as a child of God and member of the Mystical Body needs to be upheld. His inherent worth, apparent to God, must be made apparent to himself. He must grow in self-respect if he is to sustain his sense of personal worth, for it is an important prop to his personality. To minimize himself as a person is to think less of himself than God does and to give small glory to Him in return; it is to bemean himself.

However, slow learners in school happen to be the ones who are least able to sustain their sense of personal worth simply because the school often places the highest premium on the very thing which these pupils lack most, namely *intellectual ability*. The school setup is frequently one which keeps reminding slow learners of their deficiencies. The academic environment impresses upon these pupils the magnitude of their own inadequacies. Rather than strengthening the self-respect of slow learners, the school often weakens this important prop to their personality.

*Dean of Education, University of Dayton, Dayton, Ohio.

¹By "slow learners" we do not necessarily mean all those who may have fallen behind in their schoolwork. We mean those pupils who are low-normal in their natural capacity to do abstract thinking. In terms of the measurements offered through reliable intelligence tests, they often fall in the range from about 70 I.Q. to about 90 I.Q.

Key to the Solution

How can the school substitute strength for weakness, sturdiness for shakiness in the underpinnings of pupils' personalities? How can teachers utilize the classroom sit-



Brother Louis J. Faerber, S.M.

uation in order to make better persons of slow learners? Stated in terms of a principle of teaching, the answer resolves itself to this: *Allow each pupil to achieve all the success he normally can so that he will maintain his own self-respect and win the respect of others.*

Ordinarily the slow learner is found to be hungering for success, starving for it, and we keep on drawing the healthful dish farther and farther away from him. In many classrooms where low-normal pupils are expected to cope with a program of abstract subject matter far beyond the reach of their minds, they find themselves continually thrown back by failure. Unable to compete with their abler companions, they become discouraged, and since discouragement weakens the springs of action it leads to further failure which in turn results in a deepening of discouragement. Smarting under embarrassment, they either turn in upon themselves and become silent and despondent or they become troublemakers. In either case, they become convinced that they are of no worth and so lose what they need most — their self-esteem.

Problem Most Acute During Adolescence

Probably at no period in life is it more important for the slow learner to experience an adequate sense of self-respect than during the adolescent years. This is the time when he is faced most directly with the task of conquering his fears and uncertainties about himself and of proving that he can stand on his own feet. This is his great time of self-conquest, or self-realization of self-discovery. Formerly, by going early to work the youth had the chance of winning his spurs and establishing himself as a respected and independent agent. Certainly he enjoyed the chance of gaining for himself a degree of security and a sense of societal belongingness with its accompanying self-confidence. Now, because of the compulsory attendance laws, he is confronted by added years of schooling which often subject him *unnecessarily* to experiences of failure and humiliation. The very opportunities for success which his adolescent nature needs most are thus removed at the time of life when he can least afford their absence.

Teachers often do not realize the extent to which lack of success and of status with companions may oppress the adolescent. Isn't this the reason why so many slow learners run away from this ignominy the first chance they get or resort to truancy? In the public school system of St. Louis, for example, it was reported that of all the slow learners who entered the freshman year of high school, 90 per cent dropped out before completing the fourth year.²

Teaching the Habit of Success

The school has the responsibility of making it possible for pupils to find themselves as persons through successful achievement. Its job is to make successes rather than failures. The question now is, how can a school go about performing this function in behalf of slow learners?

The habit of success is best taught by a series of victories over objective diffi-

²George R. Johnson, "Research and Survey Series, No. 6," *The Public School Messenger* 33 (Oct. 15, 1935), pp. 25-26.



Find for each student a socially approved way of winning the approval of his classmates.

culties. For slow learners, the first situations should be so simple that victory is practically assured. After each victory the degree of difficulty should be increased. The sense of victory should come from personal conquest and should not be dependent on the successes and failure of others. It is tragic that often a slow learner who succeeds in doing his best "fails" anyway in spite of his actual success.

Experiments have shown that the best kind of motivation is that which is based on self-competition wherein the pupil seeks to better his performance through a knowledge of results. The thrill of success comes from the feeling that a problem has been solved which yields the assurance that something has been learned which will help in the next performance. In order to make the habit of success a fixed one, it is important to see that the slow learner *repeatedly* overcomes the objective hazards involved in each task.

Strength, fortitude, confidence, courage are but other names for the habit of success. Weakness, vacillation, discouragement, cowardice, are other names for the habit of failure. Both start with the same tendency to summon extra energy to overcome obstacles. In the one instance, the resistance is overcome thus sustaining energy and allowing it to be reapplied continuously. In the other, the extra energy falls back upon itself in not surmounting the opposing difficulty, which magnifies the difficulty and leaves the doer in a weakened condition rendering him more and more helpless as an individual agent.³

By no means do we imply that pupils

should never experience failure. There should be failure for the individual who does not put forth reasonable effort to succeed in a given task. Success is genuine when it is won through actual achievement; it cannot be a gratuitous gift from a benevolent teacher. However, teachers should do everything within their power to manage the classroom in such a way as to make it possible for slow learners to reach success. This is done by making sure that they are given tasks within their capabilities. The teacher should accept boys and girls as she finds them and begin from that point, that is, the teacher should start

where the learner actually *is* and not necessarily where he *should be*.

At the same time, by organizing class-work so as to allow each slow learner a socially approved way of winning the approval of his classmates, a wholesome kind of classroom atmosphere will be created, one in which the pupil's sense of self-respect will be nurtured and a whole host of accompanying social qualities will be developed.

Total Development of the Person

The teacher needs at all times to see the whole person in the slow learning pupil and to teach accordingly. The slow learner in school is not just a pupil with limited capacity and nothing more. He is primarily a person, but also a person who has important learning to do. If he is mistreated as a person, he will not learn well. If he does not succeed in his job of learning, he will, to that extent, be thwarted in his development as a person. Of course, the teaching of subject matter is the *particular* responsibility of the school, but is only a means; the great end is the total development of the person.⁴

Some Fundamental Provisions

In order to lead the slow learner up the avenue of success toward maximum self-development, the following fundamental

⁴There is an excellent treatment of this question in the book by James L. Mursell, *Successful Teaching: Its Psychological Principles* (New York, N. Y.: McGraw-Hill Book Co., 1946), pp. 4-5.



Give them a chance to win their spurs in the school environment. Here students are constructing a diorama in the study of a civic project.

³John J. B. Morgan, *The Psychology of the Unadjusted School Child* (New York, N. Y.: The Macmillan Co., 1937), pp. 54-55.



The teacher must have patience and a real desire to help. Co-operative work projects can do much for the slow learner.

considerations may be of practical assistance:

1. Achievement in Terms of Capacity. — Achievement which is commensurate with the slow learner's mental capacity should be recognized as successful achievement. The school cannot do much about improving the pupil's I.Q. It cannot confer intellectual endowment. But what the school can do is to stimulate pupil effort so that he will *use* his intellectual ability to near maximum extent. The slow learner must actualize in performance the mental capacities which he has. Consequently, it is far more important for the school to gauge its work in terms of the pupil's A.Q. (Achievement Quotient).

The achievement quotient is gained by dividing the pupil's E.A. (Educational Age) by his M.A. (Mental Age). Schools have the responsibility of helping every slow learner to produce to the extent of at least 100 A.Q. This means that the slow learner's education age (as estimated through standardized achievement tests) should be *at least* equal to his mental age (as estimated by intelligence tests). This represents desirable educational progress, and, for that matter, can be used as an adequate criterion for most pupils.

Oftentimes it is found that a school's standards for achievement tower so high above the slow learner's limited mental capacity that they frustrate his best school efforts. Achievement expectancy should be cut down to size, that is, down to the level where the slow learner's intelligence can normally function.

2. Diagnostic Testing. — Diagnostic tests should be used frequently to see the extent to which the slow learner has mastered the tools of learning. As a result of unmastered fundamentals, tensions and

frustrations are allowed to accumulate from year to year which confound, if they do not defeat, the pupil. These tests can reveal clearly the problems, difficulties, and needs of each pupil and provide data for judging the causes of pupil difficulties. Optimum progress can be charted as each of these difficulties is gradually eradicated.⁵

3. Adapting Teaching Methods to the Way These Pupils Learn Best. — In the learning process, low-normal pupils depend



Supply suitable directions for talents. Capitalize the special abilities slow learners may have.

more on manipulative exercises and sensory experiences than do brighter students. It will be necessary to *concretize* instruction as much as possible. They need all the help that comes from seeing, handling of objects, manipulating, and trying out through laboratory exercises. The use of demonstrations, charts, maps, drawings, blackboard work, films, and other visual aids will prove very helpful. Also, because the attention span of these pupils is relatively short, their work will need to be broken up into short and simple units. However, these pupils can be just as zealous and enthusiastic about their schoolwork as the bright, provided the teacher makes appropriate adaptation of instructional methods and keeps the activities within the pupils' sphere of abilities.

4. Capitalize on Special Aptitudes. — Although the slow learner is low in that central cognitive power which is most closely associated with intelligence, he is not equally low in all abilities. The chances are that he may be quite high in some abilities. It becomes very important for the school to know what these superior abilities are and to make capital of them in his education. The feeling of success which a slow

⁵Ernest W. Tiegs, *Educational Diagnosis* (California Test Bureau, 1948). This 16-page booklet gives a realistic and detailed description of the importance of diagnostic testing. Copies can be had for the asking by writing to The California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California.

learner can experience through proper curriculum provisions along the lines of his best capacities will ordinarily supply him with strong motive power for self-improvement along other lines as well, especially in his total school adjustment. A convenient way of marshaling this information about each slow learner is through the profile chart.⁶

5. Supplying Suitable Direction for His Talents. — The slow learner should be made to see that his schooling is getting him somewhere as far as his future work in life is concerned. The school should be responsible for developing in him a degree of initial employability. Definite direction should be given him for the use of his best aptitudes in preparing for a vocation, particularly through adequate guidance and through realistic offerings in a terminal curriculum. Frequently, the aimlessness of much of his schoolwork robs him of interest and amounts to a shocking waste of time.

6. Lessening Behavior Problems. — Many disciplinary problems among slow learners occur because the school expects too much of them in the way of mastering the academic subjects. Adequate curriculum provisions for individual differences often transform a disorderly school into a place where industry and studious effort prosper. The college preparatory classes tend to improve, too, because in this way they no longer include students who have no interest and very little ability to succeed in these courses. The problem is not solved merely by "watering down" the academic courses.

7. Promotion and Grading. — Repetition of the same grade is a poor way of adjusting the curriculum to slow learners. A better solution lies in bringing the content of required courses down to their achievement level. Sometimes kindhearted teachers give away to the weakness of granting good marks only on the basis of simulated effort or mere trying. This can lead to a harmful coddling of slow learners. *Different but definite* standards should be expected of them.

While an adolescent may have an intellectual development only on the sixth-grade level, he cannot be kept with sixth-grade children. There are other important forms of growth besides the intellectual. Each grade in school should be looked on as one year of successful achievement in terms of the pupil's own capacities and needs.

8. Ability Grouping. — It is possible to

⁶Brother Louis J. Faerber, *Provisions for Low-Ability Pupils In Catholic High Schools* (Washington, D. C.: The Catholic University of America Press, 1948); see pp. 26-40 and 208-209 for the implications of trait variability for slow learners.

achieve the benefits of homogeneous grouping without labeling the class so distinctively as to stigmatize the slow learners.

9. *Liberal Use of Praise.*—For slow learners particularly, praise is a much greater educational force than blame. In fact, slow learners tend to become discouraged and depressed by reproof more readily than do brighter students. In order that slow learners may be continuously stimulated in their efforts, they should be informed of their progress at frequent intervals. The use of a graph or progress chart is usually found very helpful.

False praise, of course, is not to be given. However, the teacher who is conscious of the need of giving praise will be on the lookout for opportunities to commend praiseworthy performance. A teacher who has the practice of praising the right action rather than scolding the wrong one will enjoy much rapport with pupils and will be able to develop classroom atmosphere that favors emotional stability. The approbation of parents is a strong motive to which slow learners are quick to respond. Personal letters of commendation sent to parents by the teacher will be prized highly and for long.

10. *The Person of the Teacher.*—Of all the provisions which a school seeks to make in behalf of slow learners, the one which stands foremost is the person of a teacher who rings true to a Christlike personality. She will thus not be fashioning the pupil after a mundane image but will bring out more and more clearly the image of God in the pupil, bringing him closer and closer in resemblance to the original Divine Model. Especially, she will exemplify the great quality of kindness and understanding, because it was so conspicuous in the Great Teacher. It is a quality that enables the teacher to single out and encourage the very ones who are least given to elbowing their way ahead and who need encouragement most.

The Culmination in the Supernatural

Looking at the slow learner from the long and total perspective, we can see that all of the above considerations form only part of the picture. There is a larger element. If the Catholic school is to reach the *whole person*, it must go beyond the natural helps which come from techniques and from well-planned courses of study; it must enlist the greater, the more potent, the supernatural help which comes by way of God's grace. No Catholic school can be true to its mission which does not make room for God as chief Educator or which makes but accidental provisions for the role of grace within the soul.

Recruiting Lay Teachers

Rt. Rev. Msgr. Henry M. Hald

Editor's Note. Msgr. Hald is Associate Superintendent of Schools of the Diocese of Brooklyn. He read this paper at the 51st annual convention (elementary school department) of the National Catholic Educational Association.

THE popularity of our Catholic elementary schools is a cause for rejoicing, but it also brings its problems. In many sections of the country, our schools are suffering from swollen registers, inadequate buildings, and teacher shortage. Pastors must listen to heart-rending pleas from anxious parents who desire to have their children obtain a good education under religious auspices; and they must lend a sympathetic but deaf ear to the pleadings because classrooms are already overcrowded and teachers are carrying almost impossible registers.

On the other hand religious superiors must turn a deaf ear to the requests of pastors who are planning new schools or are begging for additions to their staffs of religious who are overworked in existing schools. It is a sad condition, and nobody can see the end of it.

Many of the religious communities are getting more vocations than ever before in their history; their novitiates are crowded; new buildings are needed to accommodate the aspirants. But new buildings are costly and the communities find it difficult to build in these days of high costs and low incomes. On the other hand, some communities are not getting enough vocations to fill their needs. No matter what the condition we are all aware of the necessity of a constant campaign to pray for and develop vocations to the Priesthood, Brotherhoods, and Sisterhoods.

We Look to the Laity

The future increase in the number of our schools depends on our obtaining more teachers. It is no wonder that in our great need we look to the laity. The lay teacher is no stranger to the Catholic school. The earliest parish schools were taught by laymen, usually the organist who tripled as sexton and teacher. His right to teach in the Catholic school system cannot be seriously challenged, for Priest, Brother, and Sister exercise the right vicariously as he does. The divine command to go forth and teach was given to the Apostles who were bishops. The rest of us who teach help the bishops to fulfill their commission.

Sometimes the lay teacher has met with a cold and grudging welcome in the school with the result that good men and women, thoroughly prepared for the task, have been deterred from the apostolate of teaching by conditions which they would be forced to meet. Many have been turned away, discouraged by the opposition of parents and religious and by the inadequate salary offered them. And add to these uncertainty of tenure and the knowledge that principalships and administrative posts are closed to them. Let us be frank, too frequently injustice has been perpetrated when the lay teacher is regarded merely as a holdover until a religious can be obtained; and when the religious unexpectedly appears, the lay teacher is told that his services are no longer required!

Welcome the Lay Teacher

We must face these problems realistically and solve them satisfactorily if we are to expect the well trained and skilled lay teacher to come to us and to remain with us. We must also realize that the layman has a definite place in Catholic elementary education, and that administrators especially must address themselves to the problem of securing a steady flow of good teachers into the Catholic school system. It is true that better pay may procure better and more teachers—but there is needed beyond offering material values an imbuing of the laity with the idea that they are wanted and welcome, and that in very deed many of them are called to an apostolate that is without equal in the field of Catholic Action. Teaching in a Catholic school is a dedicated service. Administrators, however, must not take advantage of the zeal of the laity and pay teachers a salary that too often is inadequate for decent living.

Where shall we look for our teachers? Fortunate is the diocese that has a Catholic university with a school of education within its boundaries. An agreement between superintendent and dean can be made so that students may do their pupil teaching in the

elementary schools of the diocese and even be persuaded to remain in the system after they receive their degree. Close association between the superintendent's office and the university will prove mutually beneficial. This, we believe, is the most satisfactory source of supply because it guarantees trained teachers. The university benefits by offering employment through the superintendent's office, and the superintendent benefits by having his future teachers prepared to teach the syllabus of the diocese. Since he knows the needs of the schools he may suggest courses to be offered. His supervisors on their rounds of visits to the schools will keep him informed of their needs.

Secular universities and teacher training institutions may also be a source of supply. Many of their Catholic students would prefer to teach in the parish schools. They feel that the surroundings are more congenial. However, they may not be prepared to teach religion and their training becomes a problem. Centers may be established where courses in religion, religion methods, and child psychology may be given—the last as a corrective to the instruction they may have received in a secular institution.

A third source that may be tapped is the pool of former public school teachers some of whom may have retired because of age limitations, of marriage, of disaffection, or of illness that has been cured. Some public school teachers retire at the minimum age, and are willing to resume teaching in our schools. Each of these cases must be judged on its own merits.

Recruiting Lay Teachers

However we must not be satisfied with teachers that may be available; the administrator must look to the future. He must envision the needs of the schools, ten, twenty, and thirty years from now. So far as we can see, we shall need lay teachers in increasing numbers, and the administrators of our schools must be provident by stimulating interest in teaching, and doing all that they can to acquaint our high school boys and girls with this very important field of Catholic Action.

Guidance counselors in our high schools, with the aid of our lay teachers, can direct the attention of students to the need for teachers, qualifications expected, and the rewards of the profession.

A Diocesan Program

All of the foregoing presupposes a diocesan program. Canon Law¹ imposes upon the Ordinary the obligation of seeing that religion is taught correctly in schools, implying, of course, that teachers know their religion and

practice it. The Third Plenary Council of Baltimore² states that it is his duty to see to it that teachers be prepared adequately and that they may be examined by competent priests. Neither Canon Law nor the Council makes any distinction between religious or lay teachers. Moreover the Encyclical on the Christian Education of Youth states that teachers must be prepared for the holy office with which they are charged.³

If the selection of a lay teacher is left entirely to the local pastor no uniformity of requirements can be expected. Under the stress of immediate need incompetent persons, fitted neither by nature nor grace, will find their way into the classroom. They jeopardize the learning of their charges and the good repute of the Catholic school system.

It is advisable, therefore, that a central agency be set up in the diocese under the control and supervision of the superintendent. The schools apply to him when they need a teacher, and he supplies them with competent persons. In order that his work be effective in so far as requirements are concerned, it is necessary that he have the whole-hearted co-operation of pastors and principals. If applicants come to them, they should be referred to the superintendent. They should not be employed unless the superintendent sends them to the school, or gives his consent to their employment. Their names are entered on the official list of approved teachers of the diocese.

How is the list made up? By advertising in the diocesan paper. A box notice, inserted well in advance of the beginning of the scholastic year, may announce that the superintendent's office is now receiving applications for teaching positions. Applicants may write for the forms to be filled in. This form includes such information as age, state of life (married or single), address, phone number, how long a resident of the diocese, name of the applicant's parish; name of pastor; high school of graduation, date of graduation; college, degree(s) held, date of graduation; experience if any; if experienced, reason for leaving last school; schools in which applicant formerly taught; preferred grades in elementary school; subject or subjects of specialization for high school teaching and, finally, applicant's pastor's signature to signify that the applicant is known to him as a practical Catholic.

The application forms are screened at the superintendent's office, and the satisfactory ones are accepted for listing. Successful applicants are asked to come for a personal interview and for the submission of credentials. When an elementary or high school needs a teacher, the superintendent's office is notified,

and usually two or three applicants are sent to the school. The principal makes his choice. Both school and chosen applicant notify the office.

Sources of Supply

I realize that those who made up the program for the Convention wished me to emphasize the sources of supply. One is tempted to say, "wherever you can get them"—because even the public schools are worried over the acute teacher shortage. Young people are reluctant to consider teaching as a lifework when the material rewards in other professions and occupations far outstrip the returns of a profession that is admittedly difficult, responsible, and wearing. One must look for his rewards in the satisfaction that teaching brings in the knowledge that the new generation is being trained and prepared for life here and hereafter. It is difficult for the Church to match the salaries in the public school system, and yet we must attempt to do it if we are to obtain adequately trained teachers and to hold them in our schools. Too often our classrooms have been the training ground for the public school teacher.

Administrators must give more attention to the following if our schools are to progress and our system to expand:

1. The financial status of lay teachers must be made comparable to that of the public school teachers, in tenure, salary, and security. A salary scale should be set up by the diocese in which training, skill, and experience are recognized. Tenure should be guaranteed, and a retirement scheme adopted. Schools should not be permitted to depart from diocesan regulations. If the pastor finds it impossible to pay the stipulated salary, the diocese should step in and help him in order to maintain its regulations in all schools, else the scheme would be weakened and the authority of the system would be hurt. The diocesan salary schedule should be flexible so that living costs, if they are fluctuating, may be met.

2. The lay teacher's professional position must be recognized, accepted, and welcomed by religious administrators and their staffs.

3. The diocese, through the superintendent, must set up scholastic and professional requirements, and a certifying system. In this way the lay teacher can be given official approval and status, and his position in the school strengthened.

4. A list of approved teachers may be set up by the superintendent and all applications for teachers and teaching should pass through him. Inconsiderate and unjust hiring and firing of teachers would be stopped.

5. A campaign to interest students in our high schools and colleges should be our constant concern. The advantages of teaching in Catholic schools should be stressed.

¹Canon 1381 No. 3.

²P. 33; Paulist-Press ed.

³Tit. VI, Cap. I, No. 2, 203.

Testing and Studying Spelling

James A. Fitzgerald, Ph.D. *

HIGHLY important among the reasons for poor spelling are: (1) lack of purpose on the part of the child and of the teacher in the spelling program; (2) teaching and learning unessential words; (3) employment of improper motivation; (4) use of ineffective methods of teaching.

The teacher of spelling should recognize such important spelling aims for the pupil as: (1) making automatic the correct sequence of letters in words necessary to the pupil's writing needs; (2) understanding meanings and use of essential words; (3) acquiring skill in knowing whether a word is spelled correctly or not; (4) forming a desire to spell words correctly; (5) developing effective and economical techniques for studying spelling. Aimless teaching of spelling, quite prevalent in some school systems, should be displaced by purposeful, sensible, and systematic spelling procedures.

Teach Useful Words

Curriculum authorities, teachers, supervisors, and superintendents should understand the importance of teaching useful words to children of varying abilities and various levels in the schools. Unless the words taught are words needed in writing by children, the learning of their spelling will seem to be quite futile. Research upon the most useful words for children at various levels of maturity is valuable in useful form.¹

Motivation suggests interest, and no child will be greatly interested in spelling who does not appreciate its usefulness to him. No child will be motivated very richly who is told to study 15 words, for example, of an assignment whether he knows how to spell them or not or whether he needs them or not. In order to become really interested in spelling, the child must recognize its importance for writing in and out of school.

Spelling instruction that presents words with which the child is unfamiliar or for which he has no need is likely to be uninviting. An isolated list of words, for example, taught to the whole class by a group procedure may be learned under the dominance of a strong personality, but in the main, such a procedure fails to achieve acceptable results. It is equally as bad a practice to "teach" children words which they already know how to spell as to teach them unfamiliar words which they do not need. A child who needs to write a letter to a friend, to compose an article for the school newspaper, or to proofread materials for a school assembly program has a driving motive for learning to spell. Many real situations may be utilized for teaching the child the vital usefulness of learning to spell.

A Method Is Essential

Inadequate methods of teaching and fruitless procedures of learning to spell are responsible for many of the errors which are prevalent in the writing of children in elementary school, of

pupils in high school, and of students in college. While incidental learning is helpful in spelling, it is not sufficiently reliable as a sole procedure. Several authorities have suggested that children should write freely in order to develop an ability to spell the words required in their own writing. Nevertheless, it should be recognized that children should acquire a scientific method of learning to spell a word, learn to proofread and correct their own writing, and develop dictionary techniques by which they become independent. Incidental learning must be supported by systematic learning.

Generally it is wrong to teach ordinary children either by group or by an individual procedure of study the spellings of an assigned list of words without first testing them to determine whether they know how to spell these words. Each child must study the words he requires which he does not know in order to become adept in spelling and in using them.

The controversy about the comparative value of the test-study and the study-test methods of learning the spelling of words has been waged for decades. Several decades ago, the favored method seemed to be the study-test procedure — the assignment of a list of words, the study of these words, and the testing of the degree of perfection achieved in writing them. The test-study procedure reverses the process: first, the learners are tested upon a list of words they need; second, each studies the words that he misspelled in the preliminary test; third, all members of the group are tested again to determine whether and to what extent they have improved their learning; fourth, each member of the group studies the words he misspelled in the second test; fifth, a further test indicates whether any words are still unlearned; finally, the learner masters his difficult words.

Select the Proper Method

Investigations of the test-study and the study-test methods of teaching spelling should be known to those who plan programs and teach spelling in order that the best methods may be selected for children of different levels and also for groups of varying abilities.

Blanchard² reviewed the literature on the two methods of teaching spelling in 1944 and found that results of investigations conflicted somewhat, partly because some of the experiments were not properly planned, partly because the methods of study were not carefully organized, and partly because there seemed to be real differences in the values of the two methods for different grade levels and for children of different abilities. In her summary, she found that approximately twice as many of the investigations she reviewed favored the test-study as favored the study-test procedure. However, many of the results were really insignificant.

Shubik,³ reviewing some of the same studies but also some

¹Chairman, Elementary Education, Graduate Department, Fordham University School of Education, New York, N. Y.

²James A. Fitzgerald, *A Basic Life Spelling Vocabulary* (Milwaukee, Wis.: The Bruce Publishing Co., 1951).

³Sr. M. Gervase Blanchard, "An Experimental Comparison of the Test-Study and the Study-Test Methods of Teaching Spelling in the Eighth Grade" (unpublished master's thesis, Fordham University, New York, 1944), pp. 7-28.

⁴Helen M. Shubik, "An Experimental Comparison of the Test-Study and the Study-Test Methods of Teaching Spelling in the Third Grade" (unpublished master's thesis, Fordham University, New York, 1951), pp. 8-27.

others, found the test-study method carried more than a two to one advantage over the study-test procedure.

In an experiment conducted in England in 1913, Winch employed a preliminary test to determine what words of an assignment children should study.⁴ He discovered that some children spelled correctly many of the words in this preliminary test.

Gates compared the two methods—the test-study and the study-test—in school conditions which approached the normal in a period of twenty weeks.⁵ Forty-nine classes in Grades II to VIII, consisting of 1678 pupils, participated. During the first ten weeks, half of the pupils were taught by the test-study procedure and the other half were instructed with the study-test procedure. In the second ten weeks, the procedure was reversed; those that had been instructed by means of the test-study procedure were taught by the study-test method, and those who had used the study-test procedure changed over to the test-study method. A test composed of the same words selected at random from the words of the term was used for preliminary and final testing of both groups. The findings are significant to teachers. The brightest children made larger gains when the test-study procedure was followed. The dullest children did better with the study-test procedure in Grades II, III, and IV; but the dullest in Grades V to VIII, inclusive, did better with the test-study method than with the study-test procedure. Greater gains were made from high Grade III to Grade VIII inclusive when the test-study method was used; more pronounced gains were produced by use of the study-test procedure in Grade II and low Grade III. Gates's findings favored the test-study method because of its economy and efficiency in concentrating upon the words of difficulty for the individual. The differences between the two methods were in no cases sufficiently great to demonstrate the actual superiority of one over the other. A weakness, according to Gates, was the inadequacy of the method of study and the lack of supervision of the individual work of each child.

The Test-Study Plan

The test-study plan of instruction is a type of appraisal-developmental method. Because the majority of children know many of the words that they are assigned to learn, they should be guided to become aware of the words that they can spell so that they will not waste time upon them; moreover, efficiency in teaching should direct children to determine the words that they cannot spell in order that they may study them and master them. Several excellent investigations support this hypothesis.

Guiler and Lease compared a systematic diagnostic-remedial group program with a conventional group instruction plan by matching 110 pairs of pupils in each of Grades VII and VIII. Diagnostic self-tests and a related individualized spelling book were employed in the systematized instruction procedure.⁶ Each pupil of this group, after self-testing, studied the words which gave him difficulty. The difficult spot of each misspelled word was underlined, and the pupil concentrated upon his own difficult words by study and practice. Moreover, the whole group did practice upon words that were difficult for the majority of children. Self-administration, one of the features of the program, freed the teacher for essential work with individuals who required it. The central group used a spelling book, which had no provisions for self-testing. Since no records of pupil weaknesses were kept for the pupils of this group, they were not aware of their own difficult words or the special difficulties in the words. The

results of the experiment were consistently and significantly in favor of the experimental group plan, and pupils of all levels who engaged in the work benefited by the individualized diagnostic and remedial procedure.

Blanchard carefully matched two groups of 100 eighth-grade pupils from 12 different schools: on spelling ability as indicated by the results of a preliminary spelling test; on the general achievement in school; and on mental age. The 100 children of each group made in the preliminary test 2115 mistakes in spelling 222 words highly useful in writing.⁷ The 222 words were presented for study in a period of ten weeks; 22 words were assigned as a week's work; two additional words were assigned the tenth week; fifteen minutes a day, five days a week were employed for instruction and learning in this program. The variable in Blanchard's investigation was the method; the test-study procedure was used with Group A (experimental) and the study-test procedure with Group B (control).⁸ The directions were very explicit for the experimental group, and the necessity for child mastery of the five steps of learning to spell a word was emphasized.

In the experimental method the children studied meanings of words on Monday by means of matching words and meanings, by using words in writing, and by use of the dictionary. They learned pronunciations also. They were tested carefully on the 22 words for the week. Each test paper was checked for mistakes, and misspelled words were correctly written by each child in his own study list. These words were studied individually with the five steps of learning to spell a word on Tuesday and Wednesday.⁹

The Five Steps of Learning to Spell a Word

1. *Meaning and pronunciation.* Look at the word. Pronounce the word. Use the word correctly in a sentence.

2. *Imagery.* See and say the word. See the syllables of the word. Say the word, syllable by syllable. Spell the word.

3. *Recall.* Look at the word. Close our eyes and spell it. Check to see whether your spelling is correct. In case you made a mistake, do steps 1, 2, and 3 again.

4. *Writing the word.* Write the word correctly. Dot the *i*'s. Cross the *t*'s. Close the *o*'s. Check your writing to see that every letter is legible. Check your spelling.

5. *Mastery.* Cover the word and write it. If it is correct, cover the word and write it again. If it is correct, cover it and write it once more.

If you made a mistake, do all the steps over again until you learn to spell the word.

A final test on the words of the week and on the review words of two weeks before was administered on Thursday. Words misspelled by each child were written by him in his hard word list and reviewed often. On Friday, each child completed the work of the week—studied any words that he failed to spell in either the new or review lessons, completed language exercises, was encouraged to use the words studied in writing, and kept his progress chart record. A child who made no errors on Monday did not study the words of the week but was required to write the final test on Thursday which included review words.

The Study-Test Program

The study-test program was carried on during the same period. The teachers, although free to use any type of program they

⁴W. H. Winch, "Experimental Researches on Learning to Spell," *Journal of Educational Psychology*, 4:525-37, Nov., 1913.

⁵Arthur I. Gates, "An Experimental Comparison of the Study-Test and the Test-Study Methods in Spelling," *Journal of Educational Psychology*, 22:1-19, Jan., 1931.

⁶W. S. Guiler and Gilbert A. Lease, "An Experimental Study of Methods of Instruction in Spelling," *Elementary School Journal*, 43:234-38, Dec., 1942.

⁷See the 222 Demons in *A Basic Life Spelling Vocabulary* (Milwaukee, Wis.: The Bruce Publishing Co., 1951).

⁸Blanchard, *op. cit.*, 109 pp.

⁹See James A. Fitzgerald, *The Teaching of Spelling* (Milwaukee, Wis.: The Bruce Publishing Co., 1951), p. 38 and p. 220.

wished or thought beneficial, used generally the following plan. They assigned five or six words a day, and taught twenty-two words in the first four days of the school week. The teacher directed all the children in study of all the words of the week. Usually they watched the words on their spelling cards as the teacher pronounced them. The children pronounced the words generally in concert after the teacher. In some instances, hard spots were emphasized; often a word was written on the blackboard in syllables. Children used the words in meaningful sentences or looked them up in the dictionary. The study period, carried on under teacher direction, was followed by a test on the words for the day. Papers were exchanged and the errors were checked. After the papers were returned, each child corrected his spelling from his list of words and entered the corrected forms of words in a separate place in the notebook. Words misspelled on Monday were reviewed on Tuesday; the words missed on Tuesday were reviewed on Wednesday, and so on. No child was excused from classwork. Each Friday, a test covering the words of the week and usually those of two weeks before was given. Sometimes, however, only the review words, which had given many pupils difficulty, were presented. Tests were corrected and hard words were entered into the proper place in the notebook. The teacher checked the weekly final test herself. Each child was made aware of his success usually by means of a progress chart.

Results Compared

Two weeks after the tenth week of the program, a delayed recall test on the 222 words was administered to both the experimental and the control groups with the following results:

1. The average excess gain of each of the experimental children over the control children was 11.43 words. The mean number of words learned by each child of the test-study group was three times as great as that of the study-test group.

2. The groups were divided into quarters. The test-study children showed a highly significant average improvement, quarter for quarter, over the study-test group. There was a relationship between spelling achievement and mental ability.

The significance of the findings of this study can hardly be overemphasized for the upper elementary levels. By testing, studying, retesting and studying persistently difficult words for each child were sought out and studied dynamically and energetically until mastery was achieved. Each child knew what he was after and he studied the words he needed with a method that gave him maximum results. This experiment indicated that, even though the words were demons, children knew many of them before studying. It indicated that the pretest was essential in order that the child would study the words that he did not know. It emphasized the importance of a consistent, systematic plan for learning to spell in the higher grade levels.

Of no less importance than the investigation by Blanchard was the study by Shubik of the test-study versus the study-test procedures in teaching spelling on the third-grade level, the grade level about which there had been considerable controversy and doubt. Shubik matched 81 pairs on the basis of the preliminary spelling test, mental age, and the general subject achievement for each child.¹⁰ One hundred fifteen demons were taught to the two groups in seven weeks, and a delayed recall test was administered two weeks after the seven-week period of teaching had ended. The experimental group was taught by a test-study method similar to that used by Blanchard. The control group was taught by a study-test method in which meaning, pronunciation, visualization, writing the word, practicing the recall, and testing were empha-

sized. The principal variable was the method. One group used a preliminary test of the week; the other did not. A preliminary test of the week was given on Monday to the experimental group in order that each child might know which words to study by the five steps on Tuesday and Wednesday. No pretest was given to the control group, but four words were assigned and studied by the group on each of the four first days of the week. After the daily study period, a test was given to the control group on the words of the day and the words of the day before. Misspelled words were written in a list and studied. After the words of the week had been studied, a final test of the week was given on Friday. If words were missed on the final test, directions were given for writing them in a hard word list and for studying them often.

The delayed recall test indicated that the children using the test-study procedure learned to spell more words than those employing the study-test method, and the findings were found to be statistically significant on the 1 per cent level. "The groups were divided into quarters on the basis of mental ability, and quarter for quarter, the children of the test-study group showed greater gains than those of the study-test group."¹¹

Valid evidence seems to have accumulated which indicates the tremendous importance of a well-planned test-study method in teaching spelling, particularly for grades above the second. The results of the pretest, properly used, are of course a guide to individual study. The pretest is invaluable for determining which words each individual must study. The correction of the test and the writing of the words in a study list are no doubt of extreme additional importance. Thomas Horn's recent investigation has indicated that the corrected test is a most potent learning device, and is sometimes sufficient for mastery of the spelling assignment by the better pupils in a class.¹²

The Exceptions

Evidence from excellent teachers seems to show however that the use of the study-test method is quite essential or at least useful for a group with language handicaps, for retarded classes, and for foreign groups. When children know how to spell very few of the words of the term, it would be unwise generally to waste time pretesting on words of the week. In such situations, it would be more practical to teach children a good method for attacking the spelling of the words they require in their everyday writing. A workable study-test plan in a primary grade should motivate the study of one or two words a day. In such a circumstance, motivation is one of the teacher's most important duties. If the child can be brought to understand the need for spelling and the importance of individual study in learning how to spell the words he needs, knowledge of essential words will grow to the point where he will gradually accumulate through his individual effort a core vocabulary of sufficient proportions as to include a number of words which will be assigned in class. When the time comes that the child knows a fourth, a half, or more of the words of an assignment, the pretest which is an important element of the test-study procedure will be both economical and essential in the learning of spelling.

The advantage of the test-study procedure, all other things being equal, is the economy of the pretest and the efficiency of correcting the individual errors made in the test. By means of the pretest, each child learns about his errors and drives dynamically to correct his own mistakes. He wastes no time on study of words he knows how to spell, but spends his time and energy upon the mastery of the words he should learn.

¹⁰Ibid., pp. 78-79.

¹²See Thomas D. Horn, "The Effect of the Corrected Test on Learning to Spell," *The Elementary School Journal*, 47:277-85, Jan., 1947.

The CATHOLIC SCHOOL JOURNAL

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BOTH CATHOLIC AND CATHOLIC

This is the twenty-fifth year in which The Bruce Publishing Company has published the CATHOLIC SCHOOL JOURNAL and the twenty-fifth year of its present editorship. This event is commemorated in an article by the distinguished European scholar, Rev. Dr. Francis de Hovre, the author of *Philosophy and Education* and *Catholicism in Education* — two outstanding books in the field of the philosophy of education.

One point that Dr. de Hovre makes regarding the editor's philosophy of education is one of the outstanding qualities of this journal. Dr. de Hovre points out: "Catholic educational theory has everything to gain by coming into contact with contemporary educational literature, being compared with it and tested and also freshened, rejuvenated, and strengthened by it."

Catholic educational theory and practice has not been discussed in this journal as a viewed always in the light of the contemporary *Ding-an-sich*, a thing in itself, but has been

porary intellectual climate, the recent research, and the current educational proposals. This live concept with the whole field of education has helped to lend breadth to the discussion and to enrich it by showing its wide applications and to help us to be self-critical, if that is the way the sifted knowledge of contemporary education pointed.

We have always rejected the Catholic Ghetto idea and the merely defensive attitude and occasionally self-gratification. Catholic education is a great enterprise, as inclusive as the word education without an adjective. What concerns us is education in terms of a comprehensive and ultimate view of human nature. The stakes are eternal, and the rewards are eternal. We go forward in this spirit to the second half century of our enterprise. — E. A. F.

TEACHING APOLOGETICS

Are We Really Teaching Religion No. 3

One of the more interesting things in Mr. Sheed's pamphlet is the discussion on the teaching of apologetics. In talking about the products of the Catholic schools, Mr. Sheed points out that they are the natural result of teachers who were not "soaked in dogma," or again "soaked in the New Testament." And they themselves know the Catechism answers, but they are in trouble the moment they are questioned regarding them. This is even more strikingly true in the field of apologetics in which these recent graduates of Catholic schools have been trained. "They have learnt," says Mr. Sheed, "the proofs of all sorts of Catholic doctrines, but they do not know, and seem to have no desire to know, what the doctrines themselves mean: they are at once uninformed and incurious about the realities which they are so pleased to prove that the Church has."

He gives a number of illustrations of this that are very significant, especially for high school and college teachers. They are able to prove, for example, the authenticity of the Gospels by evidence internal and external, but they do not read the Gospels. They can prove that the soul of man is spiritual, that man then is a union of spirit and matter, but what the union means they do not know. How completely ignorant they are is indicated by a simple question: "Is the soul in every part of your body? — Yes — Is it in your thumb? — Yes — Then, if your thumb were cut off, what would happen to the soul that was in it?" And they are lost.

They can prove, for another illustration, that the pope is infallible, but they do not

know the meaning of infallibility. If you ask them why the pope, if he is infallible, calls a general council, what is the need for the general council if he cannot teach error — no answer. They can prove from the Gospels that Christ, our Lord, is God, but they do not know what it means that this Man was God. If you ask them if He died on the cross, the answer would be yes, but if you follow up with a further question, what happened to the universe while God was dead, nearly all abandon the great truth to which they assented and answer more or less in terms of the Nestorian heresy.

Mr. Sheed said that when these young men came into the Evidence Guild, drilled in the arguments but unconcerned about the realities of religion, they began after instruction immediately to manifest an excitement in the great truths of religion that were truly foreign to their earlier attitude.

And the possibilities of the nourishment of the spiritual life and of becoming a more significant force among our neighbors is opened up by effective instruction in Christian doctrine, even though as Mr. Sheed says, "I know that one can be a good Catholic, one can be saved, one can be a saint, with very little notion of the content of Catholic doctrine."

Obviously, something ought to be done about the teaching of apologetics in Catholic schools. This is a part of that formalism that also infects our teaching of philosophy. It can be cured by two means: (1) more competently trained teachers in content and subject matter, and (2) a re-thinking of the content of the religious curriculum in terms of the students' needs and capacities, and of a real understanding of the doctrines. — E. A. F.

THE EXTENT OF THE CATHOLIC SCHOOL PROBLEM

Archbishop Hoban, President of the NCEA

This year, more than three and a half million students are enrolled in Catholic elementary and high schools, and more than five million students or approximately one thirtieth of our national population, will receive instructions in religion, and otherwise come under the influence of Catholic teachers. This segment of our population can well become the leaven which would restore religion and morality into our national life. Our Catholic teachers have adequate reason to be profoundly convinced that they are serving the highest spiritual and cultural interests. There is no more exalted and no more influential profession than that of a teacher.

Definitions and Educational Terminology

Edward A. Fitzpatrick

LIBERALISM

Liberalism has been called a "disputed term," a chameleon term, subject to bizarre uses, and used "to cover a great contradictory variety of thought and action."

Liberalism and liberal are used in two distinct ways; one, as a part of ordinary language in conversation and writing, and, two, as a technical term at a particular time describing a body of doctrine or a program, in fact, a doctrinaire Liberalism.

In the former generic sense it describes a temper, a spirit, a habit of mind, a disposition or an attitude. Its basic ideas in this sense are generous, tolerant, hospitable, receptive of new ideas. In this sense it may apply to the whole range of human experience. It has been defined as the personal disposition to free and untrammeled thought and action, and the social sentiment which welcomes reforming and "progressive" thought and action.

The word has completely changed its meaning during the nineteenth century on three of its basic relations; in its attitude toward the masses, toward poverty, and toward the State. Voltaire, for example, had little interest in the masses who were not to be educated. It was believed the people should suffer the results of their poverty or improvidence, and a Liberal like Spencer felt the State should do nothing (*laissez faire*). The Liberalism of our day has completely reversed these attitudes. It has drifted away, too, from its original Christian moorings.

The basic conceptions of the Liberal seem to be a removal of all external restraints, freedom from all political, ecclesiastical, social, and economic controls and authority. It sets up individualism as the supreme moral principle. Its abominations were tyranny, authority, tradition, dogmatism; its shibboleths were freedom, rationality, the goodness of the individual, Change and Progress.

Freedom from restraint was, after all, a negative concept. What was the rational, good, and free man to do after the restraints were removed? Thomas Hill Green puts it thus:

"When we speak of freedom as something to be so highly prized, we mean a positive power or capacity of doing or enjoying something worth doing or enjoying. . . . Freedom in all the forms of doing what one will with

one's own, is valuable only as a means to an end. That end is what I call freedom in the positive sense: in other words, the liberation of the powers of all men equally for contribution to a common good."

— "Lecture on Liberal Legislation and Freedom of Contract," *Works of Thomas Hill Green*, London, 1888, III, 371-372.

On this basis Liberalism reversed itself and as Brotherton put it in 1934:

Liberalism is "the process no longer of leaving the individual free but of making him free by rightly conceiving and instituting the political, economic, education, and social order which alone will fulfill the nature of man."

— Bruce Brotherton, *A Philosophy for Liberalism*, Boston, 1934, 175.

It is the positive welfare legislative program sponsored or supported by Liberalism which is to its credit in the nineteenth century. But by its faith in the rationality and goodness of the individual, its aggrandizement of the power of the State, the elimination or weakening of moral and spiritual authority that the social problem became barely the State and the Individual in juxtaposition, and it is not without responsibility for the tendencies toward totalitarianism and more specifically toward Communism, growing out of this situation.

In connection with its relation to education, Liberalism became after its first complete rejection of free public education in Spencer, the most thoroughgoing advocate of free public education, and must be credited with much of its great advance and extension. The most significant expression of Liberalism in education in the United States has been the progressive school movement which in its challenge to the traditional education has stimulated improvement as well as a more realistic analysis of the philosophy of education and some excesses in practice and program.

Especially significant in connection with the discussion of Liberalism is the *Syllabus of Errors* entitled "A Collection Embracing the Principal Errors of Our Age, as Noted in the Consistorial Allocutions, Encyclicals, and Other Apostolic Letters of Pius IX."

This is a series of eighty propositions divided into ten paragraphs applying to a wide range of errors from Pantheism to modern

Liberalism. It was promulgated in 1864 together with the Encyclical, *Quanta Cura*.

In the *Syllabus*, the eightieth proposition which relates to Liberalism is as follows:

80. The Roman Pontiff can and should reconcile and align himself with progress, liberalism, and modern civilization.

I think it would be well if each of the three words had been put in quotation marks, for the error consists in the specific meanings which have been attached to these words by one of the social groups who, for convenience, are called "Liberals."

In its original place in the allocution, *Jamdudum cerimus* (1861), the discussion is as follows:

Certain men, on the one side, contend for what they call modern civilization. . . . They first demand that the Roman Pontiff should reconcile himself and come to terms with what they call progress, with Liberalism, and with recent civilization. But others with reason reclaim that the immovable and unchangeable principles of eternal justice be kept in their integrity and inviolability, and that the salutary force of our divine religion be completely preserved.

Can the Roman Pontiff ever extend a hand to this kind of civilization (he asks) or cordially enter into alliance and agreement with it? Let their real names be restored to things, and this Holy See will be ever consistent with itself. For truly has it always been the patron and nurse of real civilization: the monuments of history bear witness and prove that in all ages from this Holy See have gone forth, even into the most remote and barbarous nations, right and true humanity, moral culture, and wisdom. But if under the name of civilization is to be understood a system devised to weaken, and perhaps even to destroy, the Church — no, never can the Holy See and the Roman Pontiff come to terms with such a civilization.

References:

Thomas P. Neill, *The Rise and Decline of Liberalism* (Milwaukee: Bruce), 1953.
Russell Kirk. *The Conservative Mind*, Regnery, 1953.

MENTAL AGE

Mental age is that degree of general mental ability expressed in number of years which is possessed by the average child of corresponding chronological age. A child of twelve years of age (chronological age) may have a mental age of eight years or say fourteen years, depending on his mental ability; if he is average, his mental age will be twelve.

CHRONOLOGICAL AGE

Chronological age is the age of the person in terms of the number of years he has lived. A person born in 1900 has in 1915 a chronological age of 15.

CLASS

A class is a group of pupils working under the direction of a single teacher; a class may be made up of pupils from one grade only, or from two or more grades, or from ungraded students.

The term "class" is also used in the sense of grade (which see), e.g., the senior class, or the graduating class, or the primary classes.

EVALUATION¹

Any process to be understood should be evaluated. It must be judged as to whether it achieves the purpose which guides it and to what degree, and the nature of its products and by-products. The process should be so set up that the adequacy or defectiveness can be determined at various stages as well as at the end. Evaluation is the appraisal of a process to determine the extent it achieves its purpose or fails in doing so, in order that it may be improved to more adequately or more completely achieve its purpose. This is true of learning and teaching.

Since teaching is merely an instrument or means to learning, the important consideration is that of learning. For where there is no learning, there is no teaching, no matter how impressive the methodology of the teacher, or how fascinating her personality.

Learning is any increase in the amount or quality of our knowledge, our skills, our appreciation or other intellectual and moral changes in man, realizing more fully his potentialities for a fuller human life. We must realize changes may go in many directions, and may result, too, in a less human living.

Learning may come from passive mentation by absorption, or it may be a purposive, conscious process, or it may be self-conscious, or it may result from extraneous or compulsive motivation.

The ideal situation is where the learning is on the student's part purposive and he is self-conscious of his progress and his achievement, so that he is aware of the changes and can use them for the improvement of his learning or study habits. Here evaluation is a progressive part of the learning process itself.

Frequently in the ordinary school situation the purpose of the student grows out of the artificial situation of the school itself.

The teachers' evaluations in schools are made ordinarily in terms of marks—a number, 60 per cent or 90 per cent, or a letter, A, B, or C, etc. These presumably are measures of achievement of the teacher's purpose, e.g., the mastery of subject matter, though many other elements enter into the "mark" besides achievement—as many as forty have

¹These terms were submitted for definition by a member of the Tennessee State Curriculum Committee.

been listed. Students are frequently told not to work for marks, but the natural inquiry follows, why give them. Marks are most frequently given to students as information. This is the most sterile use because they are not utilized as they might be for an improvement of the process of learning. Of course, marks are extraneous, but too often for parents as well as students it is their primary, sometimes their sole, interest in the school and in education.

Oftentimes the by-products of learning are more important than what are called the direct results. The story of a narrative poem may be the direct result aimed at by a teacher, but the insight into life, the appreciation of the apt word, the revelation of a new meaning of life may be more important than the mere story which the teacher is teaching.

The only sound purpose of evaluation is the improvement of the learner's processes of learning and secondarily to improve the teacher's methods as a means to the same end.

COURSE OF STUDY¹

While this term is frequently loosely used, it is most often applied to the official statement of an educational authority, state, county, or local, stating for the school system or for a particular school or a particular grade or other units of a school system, what is to be taught in it, to which is frequently added a group of pedagogical aids to help the administrators, supervisors, and teachers to do their job more effectively.

COURSE

A course in a high school, college, or university is the name of a single organized division or unit of a subject of study, prescribing the scope, the amount of time, and the credit the student may earn toward a degree or a diploma or certificate. For example, "The Colonial Period of American History," is a course in the subject "history" or "American history," for which two semester credits will be given toward graduation.

Courses are divided into smaller divisions of lessons, lectures, laboratory, or other periods.

REPUBLIC

A republic is a state in which the sovereign power resides in a certain body of the people, and is exercised by representatives elected by and responsible to them (Webster).

ARISTOCRACY

Aristocracy, in the basic Aristotelian sense, is a political government ruled by a small group. It may be of wealth, of intellect (an elite), or one which seizes power.

MONARCHY

Monarchy, in the basic Aristotelian sense, is a government ruled by an individual—king, emperor, or tyrant—who possesses ab-

solute controlling power. A monarchy may be hereditary or elective.

THE INSTRUCTIONAL STAFF

The instructional staff is the staff which includes all persons who teach pupils directly. This ordinarily excludes administrative and supervisory office and excludes such persons as the librarian.

ACCREDITATION

The process of an association or group, usually voluntary but sometimes public, of investigating and determining whether an individual institution meets the standards which it has set up for the purpose of giving them recognition or approval.

SUPERVISION

Supervision is the services to a teacher through observation, constructive criticism and appreciation, and educational guidance of an experienced and informed person, whose purpose is the improvement of instruction to achieve more effective learning on the part of a pupil by changes in methods, curriculum, or other instructional materials, procedures, or conditions, or in the teacher's attitude, knowledge, or skill.

SCIENCE

Science is the knowledge of the general principles of any subject which has been systematically studied and verified independently. The sciences underlying the art of teaching are the sciences of psychology, sociology, and biology. Sciences vary in exactness from those primarily mathematical to those like sociology, involving very fluid human relations.

KEEP BUSY

This [vacation] season of the year is the worst season for juvenile crime. A reason for this is that too little thought is given to the proper use of leisure time. The healthy boy is a bundle of energy. If he is not given something better to do, he is likely to get into mischief, not because he is bad or wants to be bad but because he does not know what else to do with himself.

Thoughtful parents therefore, solicitous for the well-being of the boy, help the boy to plan for the proper use of his free time. The easy thing to do, of course, is to turn the boy loose, to let him go where he wants to do as he likes. But thoughtful parents know that such a planless use of free time is no good for the boy. They are aware of his wants and his needs. They help him to meet these wants and needs in constructive ways by taking advantage of the opportunities his free time offers. —FATHER WEGNER in *Boys Town Times*.

The "Catholic Viewpoint of Education" in the Works of Dr. Edward A. Fitzpatrick

Rev. Canon Franz de Hovre, Ph.D. *

WE JOIN wholeheartedly the general and well-deserved honor which on the occasion of his twenty-fifth anniversary is being bestowed upon our champion of Catholic education. The acknowledgement of this honor can be shown by us across the seas only by a few remarks upon the varied and rich lifework of our jubilarian.

To fully understand the thinking of an educator it is not sufficient to provide a summary of his ideas and writings. This touches only the surface. It is necessary to seek the original deep sources which gave life to his writings and make up the living principles and soul of them. All who have studied Dr. Fitzpatrick's writings are unanimous in their opinion that the "Catholic View of Education" is the fountain of all his works.

This "Catholic view" cannot naturally wholly be described in this article. It is only necessary to cite a few typical examples as a starting point, to demonstrate the development of this idea.

I. Catholic Education Is Based Upon a Tradition of Many Centuries.

This principle was, is, and will always be of utmost importance. This is also fundamental with Dr. Fitzpatrick. Together with our classical educational predecessors, such as Dupanloup, Willmann, Spalding, and Newman, he felt instinctively that a Catholic educator does not attempt to build an individual, original, and new theory of education, but, rather to join the Catholic tradition and adapt it to present living. He did not write a systematic history, but for each level of schooling he brought forth from the past an outstanding personality: De La Salle for elementary education; the *Ratio Studiorum of St. Ignatius* for secondary education. For higher education he cited Newman in all of his writings. Also Thomas Aquinas was skillfully brought into the picture.

This insight into the historical continuity of the pedagogical thinking is at present much more important than ever. The gold thread of the Catholic tradition runs through the historical formation of our civilization. "Europe is the Faith and the Faith Europe," wrote Belloc thirty years ago. That which seemed a voice in the wilderness, now finds a very different echo in the universally recognized Dawson theory that the Christian culture background is the soul of Europe. Now, the breath of life of this Europe was maintained by Catholic education and traditions.

No wonder Christian peoples are teaching peoples, says Willmann. They are this, because the Catholic Church is fundamentally a teaching Church, with a task, a dedication, a vital function, a calling, namely: the maintenance of the eternal truths of the Faith, by means of educating the growing youth throughout the ages.

Through this tradition live not only those of us who accept, but as well those in opposition to it. Many of our modern men live by what they deny, and die by what they believe. Willingly or unwillingly

all educators come under its influence; their ideals, their motives, their ethics are directed and fed through this basic principle. The depth psychology has given this unconscious drive has many examples; "We still live, even in our scientific knowledge, under the arsenal of facts of the Middle Ages," writes Jung. "No one can outgrow his biological origins; as well as become independent of ideas outside of one's cultural heritage." Man is a historical being and he is such most in his education and instruction, the means whereby a common bond, a culture, a spiritual foundation, maintain themselves and assume their continued existence.

Education and instruction have as ultimate goal: to make the growing individual a "historical" being, by assuring him knowledge of the cultural things of the past and to initiate him into the social mores and institutions. What authority and tradition mean in the life of the adult generation, namely: orderly living and life's fulfillment, are prepared and assured in youth.

This century-old tradition has been able to maintain itself, because it is in man's nature, in the life and fundamental value of education and instruction. A system such as the Catholic formation, which has carried the burden for so many centuries, promises consequently to be strong for the present and the future.

Also a fight to the end is being waged in the world of ideas concerning man and education. Darwin's law concerning the survival of the fittest is related here. A theory which successfully struggled through the ages for survival, has triumphantly come through the baptism of fire of life.

Also for the human foundations the idea is valid that man can only be understood through historical backgrounds. Pedagogical history is also *magistra vitae*, the mistress of life and education.

II. Its Living Actuality

"Catholic Education" is not only a world-wide historical phenomena, a brilliant program, a noble ideal, as many modern theories; it also shows a vital and increasing vitality and practical efficiency.

It is not necessary to point out the growth and blossoming of Catholic education; we have never blindly remained in the past, nor immersed ourselves deeply in theories, so as to lose sight of realistic education and instruction. The life and works of Dr. Fitzpatrick are the best example of the living relation between "theory and practice." His *Catholic Journal of Education* (CATHOLIC SCHOOL JOURNAL, translator's note) shows this abundantly. For 25 years this periodical has been a beacon light for the Catholic teaching personnel, a leading organ for methods and techniques, a wonderful spiritual force which has continually inspired the spirit and the soul of Catholic educators, has fed them and encouraged them. The fact alone that a man of his stature has devoted his whole life to elementary education with heart and soul, is the highest testimony of the breath of his ideals and the intensity of the fire in his inner self.

In this connection it is necessary to answer some of the criticisms raised against us.

*Editor, *Vlaamsch Opleidingskundig Tijdschrift* (Gentbrugge, Belgium); author of *Philosophy and Education* and *Catholicism in Education* (both translated by Rev. E. B. Jordan of the Catholic University of America). The present article was translated from the Flemish by Dr. George E. Vander Beke, of Marquette University, Milwaukee, Wis.

First: Our so-called literary inferiority. The moderns are proud to state that they have put pedagogical writings at the top and they throw the weight of their literary production in the balance to judge and evaluate the value of Catholic education.

Thus reasons the "Gutenberg-man," who confuses the value of the prints, books, literature, and libraries with their popularity. We are indeed undergoing a real flood of pedagogical literature. But this is ever an indication of strength, excellence, health, vitality, and depth. It is *per se* no evidence that extraordinary findings were made and that in our century we have solved the problems. In fact, the pedagogical literature has always known a fruitful period during times of stress, of turmoil, of social and cultural crisis, of chaos, and of revolution. Modern man has lost the spirit of life; doubt has crept in; he does not know what to do with himself; and to overcome his self-desperation, he talks about the rescue of youth. Modern man has lost his address (Chesterton): thus is held together, more than is apparent, the feverish pedagogical profession. Besides, when our organism is healthy, we do not notice its existence; it is the sick organism which bothers us. This is also the case with the contemporary literature dealing with the social, sexual, and peace questions. By themselves these writings are no signs of health, much the opposite. Stanley Hall mentions elsewhere the "contemporary pedagogical darkness." Also in the educational world we have a certain "Darkness at Noon," a darkness that defies the midday brightness of the literature.

A second criticism: If Catholic education is real, true, how then explain its shortcomings, faults. The facts are true, but their interpretation is false. Where we find brilliant lights, there are shadows. The shadows are not so much due to the nature of the Catholic principles, but more to human weakness and the intrinsic difficulty of all human integration. It is wrong to believe that a pedagogical theory which is based upon reality and truth, can easily be made practical. The truth is found elsewhere: false, superficial, mechanical instruction is easy; but real study and at the same time real instruction are always the result of hard labor. "There is no royal road either to learning or to teaching." Without direction everything goes wrong. All worth-while work is also heavy work. To educate, study, and teach are part of life, and consequently also a "militia," a battle, a tragedy. "*Sunt lacrimae rerum*": also instruction and study are full of tears.

Besides, we must all admit we remain below our life's capacity. There is always a gap between our ideals and their realization. This is because of the nature of man: "*omnis homo mendax*." Mankind, his works, his relationships, his institutions, his culture, his politics, and his educational system will always show the discord between idea and practice, being and appearance. As individual and as social being he bears the stamp of the fall.

III. Catholic Education and Catholicism Constitute an Organic Whole.

This is also a fundamental principle in the work of Dr. Fitzpatrick. There is an educative motif woven in the whole of Catholicism; in its dogmas, its morals, its cultus, its liturgy, etc. "The Church speaks metaphysica," said Willmann; she also signs pedagogy. Besides, the content, direction, objective, ideal, methods, and spirit of Catholic instruction are constantly sustained and fed by the Credo, the Revelation, Christ, and the Church. It is not necessary to dwell further upon this. One example for consideration: to a Jesuit priest who studied pedagogy under him, the well-known Professor Spranger (Berlin), said: "You place God at the base of your education; I can teach you nothing."

IV. The "Hierarchy" of Educational Departments

"*Sapientes est ordinare*," says Thomas, it is the job of the wise to arrange everything; "to put first things first," to put the important first and everything in its place.

In conflict the activities, the human and vital hierarchies are built. Also Catholicism and Catholic education and formation honor the hierarchical principle; the divine takes precedence over the human; the eternal over the temporary; religion over social mores; the welfare of the soul over the welfare of the body. The spiritual events confirm the foundations of this Catholic arrangement in the sciences and educational departments: in all ages was the belief in God a birthplace of all cultures; knowledge of God the most important knowledge, theology the fundamental study, the religious canons, the first laws, the divine law the basis of all justice, the religious instruction the germ of all instruction. "If the first knot is wrong, then all is wrong" is the watchword of Catholic education. This religious education is the first or not at all.

To not only have honored and held high this principle in all of his works, but especially to have applied it in the *Highway to Heaven Series* will always remain the occasion for praise of Dr. Fitzpatrick.

V. The Catholic Theory of Man

In all of his works Dr. Fitzpatrick has justly devoted a chapter to the theory of man. Indeed, the understanding of man is the center of gravitation of each of life's visions and for each development theory. Without the real vision of man, his being, his group of life values, life objectives, and life directions, no human development can be thought of. Thus is the theory of man the link between philosophy and the theory of education.

Upon this point a big battle is now being waged. After the religious problems the problems of man are the most discussed problems of our time. The fury of this strife shakes the whole of modern psychology. The debates in the realm of psychology of the unconscious are being heard with an anger which recalls the most bitter religious wars of the past. "I had the impression of being present at a 'religious war among atheists,'" remarks Max Scheler, after a debate of defendants of Freud, Adler, and Jung.

A famous authority in the field of psychotherapy wrote, "Never before has man known so much about himself; but never has he known so little about everything which concerns his destination and last meaning of his life" (Prof. van Gebsel, Würzburg).

It appears more definite as time goes on that by building his educational system upon a Catholic theory of man, the Catholic educator serves not only the Catholic, but the real, human, and scientific education as well.

VI. A Catholic Philosophy of Education

The foregoing brings us to the essence of a philosophy of education. This is also the central theme of Dr. Fitzpatrick's works: *I Believe in Education*, *How to Educate Human Beings* and especially his new book *Philosophy of Education*.

These last publications we have read with much interest. Here our author has surpassed himself, by the originality of his views, the application of the usable plans, the richness of ideas, the didactic skill in his explanations and, last but not least, by the strength of persuasion of his basic proofs which are shown and supported by the high zeal and true depth of his convictions.

VII. Theology as the Cornerstone of Education

No matter how high we hold the value of psychology, biology, and the philosophy of education, this field abounds with darkness, questions, and mysteries. "*Omnia abeant in mysterium*," the deeper we know and investigate our profession, the more unsolved problems and obscure questions arise. For each problem we solve, ten others arise. "The all-immediate is the all-unknown," says Jung. When we put the finger upon man, his spiritual life, and his development, we strike a mysterious underground, and we stand upon the edge of our knowl-

Rt. Rev. Msgr. Frederick G. Hochwalt, Secretary General of the National Catholic Educational Association, congratulates Most Rev. Leo Binz, Coadjutor Bishop of Dubuque, on his election as President General of the N.C.E.A. at the 51st annual convention.



edge. Where reason ends, we must appeal to the Revelation; where mysteries arise, we stand before the workings of theology.

That the pedagogy in the last instance must be based upon the light of theology, Dr. Fitzpatrick has masterfully and convincingly demonstrated in his study: *Exploring a Theology of Education*.

VIII. "Nova et Vetera"; the Old and the New, Tradition and Progress

Dr. Fitzpatrick has not only resurrected the old principles of Catholic educational theories, but also compared them to modern theories.

Here lies one of the most sympathetic and fruitful aspects of his work. To our knowledge, he has felt and applied the need for this consideration, not because of a one-sided love for the new, but because of his intense love for the renewal, enrichment, and strengthening of the Catholic theory of education.

Thus he has at firsthand and because of the pressure of the case itself, discovered the foundation and justification for the motto of Cardinal Mercier in connection with the Thomistic philosophy: "Nova et Vetera" and applied in the field of pedagogy.

Truly, the problems of man and his development are centuries old, and at the same time, new. They are "living" problems, which like life itself remain the same and yet, change. For example: the problem of man is as old as man himself, but it is alive and new. How much richer are the data about the problems of man, compared to the data during the times of Thomas. Not only the data, but the situation, the spirit of the problem have changed so much, that it requires living men to understand the problems and solve them.

Also in the field of education and instruction is the old so new and the new so old, that we can only grasp the whole through these two viewpoints.

Here also lie "two ditches on both sides of the road." Traditionalism and modernism are enlightened by the Church. Dr. Fitzpatrick has been able to escape these two traps; his wisdom has picked the golden middle road. This wisdom has been shown in all his works, but especially in his *Readings on the Philosophy of Education*, which we look upon from here, as the initiation of the renewed spirit of Catholic education in America.

Besides, what you have introduced in the field of pedagogy, is being realized in your country through your leader in Catholic philosophy. We read with rising interest the recent work of Bishop Fulton Sheen: *Philosophy of Religion*, who as a pupil of Mercier's institute at Louvain developed the motto "Nova et Vetera" in philosophy and the defense of religion with remarkable knowledge and skill.

To close, we repeat once more our expression of deep admiration

and sincere thanks for your celebrated personality and your fine work, together with the wish and prayer that God may grant you many more years and bless your most worthy pedagogical labors. To you the words of Spalding are in order: "These have done most for the progress of education, who have done most to enlighten and to inspire teachers."

SUMMARY OF DR. FITZPATRICK'S EDUCATIONAL PHILOSOPHY

Dr. De Hovre suggests we add to this article a recent summary he made of Dr. Fitzpatrick's contributions to his journal, *Vlaamsch Opvoedkundig Tijdschrift* (Gentbrugge), which is as follows:

1. By means of self-study and endless labor Fitzpatrick has developed into a brilliant professor and an outstanding organizer, not only in the field of schools, but also in the social, civic, and health fields.

2. Against the limited practical, technological, and utilitarian basis of American education, Dr. Fitzpatrick has fought with untiring effort for the truth and values of the philosophical and theological understanding of teaching and education.

3. His work and his style are in complete conformity with the man himself — a sunny disposition, eternal youth, a shining spirit, a born teacher, an enthusiastic speaker, a witty writer, an integrated and sympathetic personality, and above all, not only an American, but a distinctly international figure in the Catholic educational philosophy.

4. Although we would like especially to emphasize the fact that his *Readings in the Philosophy of Education* is one of the most remarkable and learned books in education which came into our hands during recent years, it is for us the more attractive because it dwells entirely in the field where we have been permitted to labor for years. It was, therefore, very encouraging to us to note that Prof. Fitzpatrick is working in the same direction and that he, with rare knowledge and ripe judgment, arrived at the same conclusions: that Catholic educational theory has everything to gain by coming in contact with contemporary educational literature, being compared with and tested, but also freshened, rejuvenated and strengthened by it.

5. His latest work, *How to Educate Human Beings*, can well be compared with the *Humane Psychology of Education* by Castiello. As Castiello in the psychological field, so does Dr. Fitzpatrick react in the pedagogical field against American naturalism. The American college suffers especially from emphasis on the "machinery" of its technical organization, such as: programs, examinations, grades, methods, and techniques of teaching. It has a gigantic body, but its soul — the living student, the individual student development, the forming of the real man in man — is neglected. The spirit of this work will make itself felt in the educational world.

The Art Criticism Period

Brother Bernard Plogman, S.M. *

On paper, the teaching and learning process seems simple. In actual practice, however, the teacher is very often at wits' end trying to figure out whether his teaching has produced learning. During a six-week period, for example, he goes "all out." In fact, he practically stands on his head to achieve results. And what happens? All but two students flunk the period exam.

What About Art?

Fortunately, the teacher of art may arrive at a more tangible proof of learning. One of his most useful tools, in this respect, is called the *Criticism Period*. Now be careful! You are thinking that this is the time the art teacher hangs all the pictures of the students and then, verbally, proceeds to tear them apart, piece by piece. Heaven forbid! That method is used by the teacher who wants small classes: one student or less!

What Is a Criticism Period?

Invariably, when the word "criticism" is used, most of us think of a depreciation of something. The art criticism period is essentially a *building-up* process. Here's how it's done. Remember, in order to use this tool effectively, the teacher of art must hold these periods quite regularly, say once a week for 45 minutes, or every day depending upon the time he has and his program.

An Example

Let's suppose that you have decided to hold a short criticism period three times a week, and that you have trained the students to hang their work immediately at the beginning of the art period. Getting your students into this habit saves much time! Suppose you have previously given the following problem:

On a short of white art paper, design a silhouette in black poster paint. Make a border on your paper of about one inch. The silhouette is to be a human figure in action. Suggestion: sports, carpentry work, walking, diving, etc.

Imagine, now, that the students have completed the project at home, and that they

have brought their designs to art class. As each boy enters the room, he hangs his silhouette design on the display board and returns to his desk to prepare his materials for the next art problem. After the last piece is hung, you begin the criticism period by asking the class to look at the entire array of designs for about a minute. Then call for hands on a vote for the best handling of the problem. Mark lightly in pencil those pieces of work which the students themselves suggest. Incidentally, by an organized process of hanging the work of the class, you can see immediately which boys did not come through with the required work.

Accentuate the Positive

Above all, during the criticism period, stress mostly the good points in the mutual discussion. Let the students *learn* by discovering for themselves, in group analysis, what is wrong with their own work. A good art teacher knows how to train the students, in discussion, to see the relationship between their work and the best the class has produced. They grasp intelligently what is wrong with their work without even being told. They just listen and keep their eyes open.

Perhaps this dialogue will help to clarify the idea:

TEACHER: What do you think makes these five silhouette designs better than the rest?

JOHN: Well, they filled out the whole space.

HARRY: I think it's because they are neater!

TEACHER: Good answers. Any more?

JOE: There's something about these five that catches your eye. The others seem to be too small.

BILL: That's what I think. There's more action. The arms and legs come out farther and the figures aren't so stiff. Mine looks like a mummy. Wish I could do it over. I see now what's wrong with it.

JOHN: Me too! Look at all the white space I left behind my silhouette.

TEACHER: Well, those are good ideas. Which design is the most interesting in your opinion?

JOE: I think it's the one of the baseball player.

JOHN: I don't think so. I think it's the one

of an air pilot coming down in his parachute. There are more interesting shapes.

HARRY: I think that one is sort of mixed up. I like the ones that don't have so many things in the picture, like the one of the diver over there.

FRANK: Yes, but it's too stiff. The man with the parachute has more action.

TEACHER: Well, Frank, what would you suggest Bob do, to improve the action in his diver?

FRANK: There are all sorts of dives, like swan dives and jackknife dives. I think he ought to try a better kind of dive. He ought to bend the legs a little and bring out the arms.

TEACHER: How about it, Bob, do you get the idea?

BOB: I see. I'll try to make a better design for Friday.

TEACHER: That's all for today, boys. We must try this design again. Make it the best you can do. Use the ideas you got and start your final design right now.

Problems Should Overlap

And right here let's pause. What about that final design of the silhouette and the next problem? Should they have some relation? Yes. Your problems should dovetail and even overlap. While you are giving individual attention to the students on the final design, you can very slowly start them on the next problem. You'll almost *have* to do this, since many boys are more speedy than others. Very prudently, you'll have to *slow down* some of these boys in order that they produce neater work. Other boys will have to be urged on. Prudent encouragement is far better than force, believe me!

Variation of Problems

During the time you are bringing a problem to a close, you can have a *criticism period* on the *new* problem. Concerning this new problem, should it be something entirely different from the silhouette design? Not if you want to get maximum learning! Make the next problem, for example, a figure in action, with the same paper dimensions, only this time using black and red poster paint and the white of the paper as color scheme. Through the *criticism period* on this problem you'll hope to teach such basic principles as the balance of mass and color, the avoidance of an overuse of one color, clarity, unity, etc.

Vary the problems, but not so much that you lose the train of thought following any given *criticism period*. Start an entirely different approach only after certain principles

*Chaminade High School, Dayton 2, Ohio.

have been deeply rooted in the minds of the art students. Amazing to say, one well-known teacher of high school art in America makes his students do the same problem four times before starting a new approach. He holds criticism periods every day. You know it's not very easy for normal art students to do a problem four times. That's hard. Thinking hurts! Using the criticism period helps increase this valuable thinking which, although painful, produces solid learning.

Some Added Ideas

Being practical, let's draw a few conclusions. The short dialogue given above is actually a small sample of the remarkable results you'll get from a normal art class. The *criticism period* not only checks the work handed in, but prudently corrects defects, gives inspiration and encouragement, leads to a feeling of unity of effort, allows for the free and open interchange of ideas between students and teacher, develops generosity, endurance, friendly rivalry, patience, and the ca-

pacity to co-operate. In general, the criticism period helps keep art interesting for all, and at the same time makes possible maximum learning in art.

The Criticism Period Has Spiritual Value

Basically, the Catholic art student, after having been trained in criticism periods to improve his work so that it carries a true message, should be prepared to spread, by his life and by his art, the Christian ideal to his *milieu*. God has given the art student a special vocation, a new kind of apostolate, that of bringing friends, neighbors, and even strangers back to a better Christian way of living by the pictures, posters, and other art work which he creates. There is no reason why the high school art students of today cannot become, with proper guidance, through such tools as the art criticism periods, apostles in their own right, going out into public life and imparting a true Christian message through the medium of their art.

husband and father has in making marriage and family life a success.

If we believe in the idea that man has a place in the home, we must offer home-economics classes for boys, not in fancy or camp cooking, but let them select food, plan menus, and cook a wholesome meal. Teach them to select, buy, and care for clothes. Any man ought to be able to sew on a button, darn a sock, remove spots, press trousers, and even iron a shirt.³

Home economics has enriched and broadened its content until all phases of homemaking are receiving attention. Human relationships and socioeconomic aspects are being emphasized more but the skills, techniques, and sciences are not being stressed less. Home economics for boys is not new, but it is interesting to note how rapidly it is spreading.⁴

The Program Develops

A number of schools are offering a year's work to boys and girls, sometimes in separate classes, sometimes together. At first these classes were narrowly conceived, but are moving steadily in the direction of well-rounded programs. Often they begin with personal and immediate needs—selecting food and clothing, care of clothing, wise spending of money, leisure time activities, manners and conduct, boy-and-girl relationships, and family relationships. As the work progresses students express interest in studying problems less close at hand: selecting a life mate, buying a house, understanding and rearing children, understanding the relationship between the home and the community.⁵

A curriculum should never be prepared by authoritarian methods and then handed to teachers to be followed. The students should share in curriculum making, but they should know what their parents and other adults of the community consider purposeful in their education. Students want leadership and will appreciate the judgment of teachers based as it is on deeper study and broader experience. When given an opportunity to express themselves they can give many helpful suggestions.

The teacher might hold an exploratory period during which the boys might suggest their objectives. A brief questionnaire taken from the *Visitor*, a magazine devoted to the interest of agricultural education in Minnesota Schools, follows:⁶

I should like to learn more about: (check with an X)

1. The selection of an adequate, well-balanced meal in a cafeteria or restaurant.

³John Reed Spicer, "Man's Place in the Home," *Journal of Home Economics*, XL, Dec., 1948, 557-558.

⁴Ivol Spafford, *op. cit.*, X, 200.

⁵*Ibid.*, XI, 242.

⁶Maude Williamson and Mary S. Lyle, *Homemaking Education in the High School* (New York, N. Y.: Appleton-Century-Crofts, Inc., 1941), XV, pp. 334-335.

Homemaking for Boys

*Sister M. Damian, O.S.B. **

Family living makes demands on every member of the family. It is therefore very important to have one place where the individual can re-create himself and find a system of living in which he can rebuild his dreams, hopes, and ambitions. There he must find faith and have faith in others. If we believe that the home is such a place, then family living education for boys becomes a great concern as well as an obligation to the home, the school, the community, and the nation.

Due to our rapidly changing social and economic conditions, family life in our country is becoming more and more democratic. Each member plays a responsible part not only in the work, but in home management and in relationships. Father is indeed a homemaker. Therefore, if we educate only our girls in homemaking we create a situation that will demand many adjustments. As one principal of a large high school said, "We are educating for family friction for we are educating only half the family for family life."¹

¹Instructor in homemaking at Mater Dei West High School, Evansville, Ind.

²Maude Williamson and Mary S. Lyle, *Homemaking Education in the High School* (New York, N. Y.: Appleton-Century-Crofts, Inc., 1941), XV, pp. 334-335.

Finding the Needs

Home economics has much to offer to boys and men. Their interests and needs differ in certain respects from those of girls and women. To be successful the program must help the boys and men to see their place in the home and therein its success and happiness. It must also help them to establish ideals for present and future home living and homemaking. It must also have personal value for them in adjusting to the groups with which they have social contact.²

Since the family is made up of men and women as well as of boys and girls, it is necessary that the needs and interests of each be considered in planning a home-economics program. While the needs and interests of boys and men vary somewhat from those of women, they, nevertheless, carry into all aspects of personal, family, and civic life. Homemaking for most men is a minor vocation preceded by a wage-earning vocation. Consequently we must help boys to focus their interest on the responsibilities the

³Ivol Spafford, *A Functioning Program of Home Economics* (New York, N. Y.: John Wiley & Sons, 1948), V, 98.

2. How to prepare a simple, well-balanced meal.
3. The cost of food and the cost of feeding a family for a month.
4. Camping standards—site, food, sanitation, and equipment.
5. The duties of a host.
6. Etiquette and appropriate behavior for various occasions.
7. Suitable dress for various occasions.
8. The names, cost, wearing qualities of standard wool and worsted used in suits and overcoats.
9. Line and color and their combinations in dress.
10. How to select ties, shoes, and hats.
11. How to select shaving soap, razors, shampoo, soap, tooth paste.
12. How to clean and press suits.
13. Managing own income or allowance.
14. How to darn socks and mend clothes.
15. How the family income should be apportioned for food, clothing, shelter, and so forth.
16. Investments and savings in the home.
17. First aid and home care of the sick.
18. The care of children.
19. Factors involved in building and selecting a home—plans and furnishings.
20. Labor-saving devices—their selection, operation, care, and repair.
21. Management of the home, both work and leisure.
22. How to build and maintain happy and successful home life.
23. Interrelationship of the home with the community.

Methods in Homemaking for Boys

In homemaking education for boys it isn't the selection of the method that is so important but *how* the teacher uses the method in her instruction.

Much of the success in helping boys to think through their problems depends upon the teacher's ability to handle informal situations or learning experiences. Boys attack homemaking situations quite differently from girls. Girls look for details; boys look for short cuts.

For some units of the program, discussion is successful if the teacher has developed the art of "productive questioning—questions that encourage the boys to continue the discussion. This requires time and thought on the part of the teacher. Other units will be much better presented by lecture or demonstration. Selecting the method that best presents the subject matter is of great importance in home-economics education for boys. I have found that some discussion, some lecture, considerable demonstration, and much activity characterize the method. The teacher must select the method or methods that best present the situation being studied.

Evaluation of the Program

Evaluation in home-economics education works more than one way. A teacher who is interested and believes in her job evaluates

her effectiveness as a teacher and the effectiveness of the program. This is a day-by-day and week-by-week as well as long-period view of accomplishments. Evaluation and teaching are so closely bound together that if they are separated the desired goals are not likely to be attained.

Both objective and subjective evaluation are used in homemaking. The objective type measures the amount and accuracy of information the student possesses and somewhat measures his judgment. Other means must be used, however, to measure attitudes, interests, or managerial ability. This is usually done by observing the behavior of the student both inside and outside of school and making judgments concerning performance in real life situations.⁷

Examples of this subjective evaluation are: the number of boys who change their practices and attitudes to conform with ideas presented in the program, such as eating more wholesome breakfasts, sharing in the care of the home, and providing fun for all the members of the family. That is the reason for evaluating as one teaches. At the end of the course or a series of courses she evaluates again to give a basis for future planning and improvement.

Conclusion

We have seen that home-economics education does contribute to the education of a boy by helping him to become personally and socially acceptable. It helps him to establish ideals for his present and future family life. It makes him alert to and appreciative of the contributions each member of the family is making toward successful home life and stimulates him to make his contribution.

President Eisenhower, when president of Columbia University, asked, "What good are exceptional physicists, chemists, engineers, exceptional anything else unless they are exceptional Americans?" Then he added, "Every man and woman who enters this university must leave it a better American or we have failed in our main purpose."⁸

We might paraphrase this by saying: What good have we done in producing exceptional students in mathematics, athletics, literature, music, or anything else if we have failed to produce boys and girls imbued with a Catholic philosophy of life based on Christian virtue and Christlike sacrificial love? Every boy and girl who enters our schools must leave them equipped to be a better Christian, family member, and citizen.

This is indeed a big order and a challenge. No other area of general education is better fitted to meet this challenge than home-economics education.

⁷Ibid., XLV, 299.

⁸Ivol Spafford, "The Aim of College Home Economics," *Journal of Home Economics*, Oct., 1950.

CHRISTIAN DAILY FAMILY LIVING FOR BOYS

Suggested Outline for a Course

"A young man according to his way, even when he is old will not depart from it" (Prov. 22:6).

I. General Needs

A. Guidance and help to realize his place in the Christian family of which he is a member today.

B. Help in developing right attitudes and appreciations of his place in the Christian family he will establish.

C. Awareness as to his place in society as a Christian citizen.

II. General Objectives

A. To develop a Christian personality with the help of God's grace by using the gifts and powers he has given me.

B. To learn to understand and appreciate the values in life toward which I am striving.

C. To establish Christian principles of life for directing my actions.

D. To gain a deeper appreciation of my family and what it does for me.

E. To acquire attitudes and abilities that will help me to do for my family.

III. Subject Matter

A. Unit: Personal, Family, and Social Living

B. Unit: A Man's Clothes

C. Unit: A Man's Food

D. Unit: Health and Physical Fitness

E. Unit: Family Finances, Management, Consumption

F. Unit: A Man's Home

G. Unit: When a Man Marries

H. Unit: The Children of the Family

EXTENT OF SPEECH DEFECTS

Sister M. Carmelia, B.V.M., Mundelein College, Chicago

One of the areas that has received woefully little attention is that of Speech Correction; yet, the number of children with speech disorders constitutes one of the largest groups of seriously handicapped persons. The lowest defensible estimate of those in need of intensive speech correction services is five per cent of the school population or two million persons. An additional five per cent of the children could profit from speech therapy if facilities were available. These estimates of the incidence of speech defects were reported to the Mid-Century White House Conference on Children and Youth by the American Speech and Hearing Association. The percentage is fairly uniform throughout the nation. Let each of us apply it to our particular local groups. A survey of the Chicago Archdiocese is certain to reveal between 13 and 26,000 children in need of speech help, a staggering figure in the face of inadequate facilities and limited personnel.

The Eucharistic King and the Patrol Boys

Sister Jean Marie, O.S.B.*

CHARACTERS:

Mr. Jones, Jake, Dick, John, Devil, Angel, Jaywalker.

SCENE:

A comfortable living room.

[*Mr. Jones is reading a paper and looks very relaxed. A knock is heard or a bell rings.*]

MR. JONES [sighing]: There goes my peaceful evening. I suppose it's some of Jake's noisy friends. It seems they always manage to spend six evenings of the week here. I wouldn't mind if they were polite boys, but I wonder if I should permit Jake to be with them so much. [Walks over to the door and opens it.]

MR. JONES [surprised]: Why, it's you. Come in. I haven't seen you in months.

DICK: Good evening, Mr. Jones.

JOHN [embarrassed]: Jake hasn't been with us much, Mr. Jones, so, we've sort of stopped coming.

MR. JONES: I'm sorry to hear that. I don't think Jake could have better friends than you. [While saying this Mr. Jones toys with the paper, and motions for the boys to be seated.]

DICK [smiles]: Thanks for the compliment, Mr. Jones.

JOHN [uneasily]: Is Jake at home?

MR. JONES: Of course, I'll call him right away. It isn't anything private, is it? If it is I'll find another corner to read my paper and smoke my pipe.

DICK: I think perhaps you'll be more interested than Jake.

JOHN [shakes head warningly at Dick]: It's all right if you stay here, Mr. Jones.

MR. JONES [going to an exit and calling loudly]: Jake, someone wants to see you down here. [Turns smiling.] That should bring him.

[*Jake entering breathlessly looks disappointed when he sees John and Dick. Dick is amused, but John looks impatient.*]

JAKE [recovering]: Oh, hello, fellows.

DICK: Hi, Jake.

JOHN: Hello.

[*Mr. Jones again begins to read his paper.*]

JAKE: Well, what's on your mind? You aren't here to talk about the weather, I know. When the two patrol captains pay me a special visit, I know something is wrong.

JOHN [starts to protest angrily]: What makes you think it's so special?

*Sacred Heart School, St. Marys, Pa.

DICK [very slowly]: Well, aren't you a special person?

JAKE: Yeah, sure. [Sarcastically] I'm so good that none of the patrol boys at Sacred Heart want to patrol with me. Who is the victim this time?

DICK: Oh, skip it, Jake. You've been going around with a chip on your shoulder for months. No one has anything against you except for the boasting you do.

JAKE [slouching]: That's what you say. Why, one of those seventh-grade boys, who had patrol with me the other day, told me the passers-by would take me for a cow in the pasture. [John and Dick laugh.] Well, what's wrong with chewing gum, says I. [Takes out a piece of bubble gum and with much display begins to chew it.]

JOHN [laughing]: You remind me of the picture of a contented cow named "Daisy" I saw in a magazine.

JAKE [becoming more congenial]: I'm glad she was contented, and that her name wasn't Jake.

DICK: Now, since he is so contented, shall we ask the big question, John?

[*Jake stops chewing gum and looks from one boy to the other frowning.*]

JOHN: Sure, let him hear it, Dick, but be tactful. We don't want a volcanic eruption.

JAKE: Sometimes you fellows make me feel like a heel. Come on, what is it?

DICK: Well, to be blunt, you are the only patrol boy who hasn't joined the Eucharistic Crusade.

JAKE: That doesn't bother me. You can't put me off the patrol for that.

JOHN: No, we didn't say we were going to, did we?

DICK: What we want is a hundred per cent of the Patrol Boys in the Eucharistic Crusade.

JAKE: I go to Holy Communion once a month and that's enough.

DICK: O.K. O.K.

JOHN: Are you worried about getting too good, Jake?

MR. JONES [putting his paper down]: Is it all right for an old man like me to join the Eucharistic Crusade, boys? I think one out of the family should do it. I read about the weekly Communion and the other practices in the leaflet Jake brought home. Even if he isn't interested, I am.

DICK: Sure, Mr. Jones, we'll bring you a pledge card tomorrow.

MR. JONES [leaving]: Good night, boys, and thank you.

JOHN: Good night, Mr. Jones, and thank you, too. [Mr. Jones leaves. A phone is heard ringing.]

JAKE: There is the call I've been expecting, if you'll pardon me, lads.

DICK [laughs]: What do you make of him?

JOHN: I think he's sort of off [points to his head].

DICK: No, I think someone is leading him around by the nose. You know, no backbone.

JOHN: Well, let's get out before he gets back. His dumb talk makes me want to swing at his chin.

DICK: Tomorrow is First Friday, so you'd better not go swinging at anyone. Let's go. [Both leave.]

JAKE [returning looks all around]: Boy! I'm glad those holy Joes left. They get me with all their churchgoing. [Walks around while saying this. He then sits down and puts his hands back of his head.] I guess I'll just doze for a while. [He yawns and stretches, then closes his eyes.]

DEVIL [entering and fixing his eyes on Jake]: Ha! Ha! Ha! So there you are, my little helper. [Devil rubs hands together.]

JAKE [eyes still closed but starts in his sleep]: I'm no helper of yours, devil.

DEVIL [walking a little]: Ho! Ho! Yes, you are. Don't you keep away from my enemy "Christ the King" in the Blessed Sacrament?

JAKE [face becoming frightened]: But Christ isn't my enemy.

DEVIL: No, Ha! Ha! He is just someone to stay away from, Jake; Christ asks too much of you. Mass and Holy Communion, when you can stay in mornings in a nice warm bed.

JAKE: My friends, Dick and John, are friends of the Eucharistic King.

DEVIL: Your friends! Didn't I hear you say tonight you were tired of them? [Comes closer.] They are soft, afraid of the world. Those other friends who lie and steal now and then are tough, the kind of friends to have. You are learning their profane language fast. You're a bright boy, Jake! A bright boy! Ha! Ha! [Laughs as he goes out.]

[*A boy all bandaged up enters.*]

JAKE: Well, what is this? Is it a dress parade?

JAYWALKER: I'm not on dress parade. You remember me. I jaywalk on Maurus Street every time you patrol. You never bothered reporting me, because that would be too much trouble.

JAKE [defending himself]: Sure, sure! But you have no kick coming. You're getting away with it, aren't you?

JAYWALKER: That is just why I came. I got away with it for a long time. It was fun run-



Jake sees the Jaywalker.

ning out in front of a driver and hearing him rave, but a week ago when I was trying my usual tricks downtown a driver didn't stop and the joke was on me, if you can call it a joke.

JAKE: Well, what's that got to do with me? I don't patrol downtown.

JAYWALKER: No, but you let me get away with it around school, and that's how I started out. But I can see it's useless to talk to you. [Goes out.]

JAKE [starting up]: No, wait. [Leans back.] He's gone. [Sighs. Angel comes in.]

JAKE: Now, who are you?

ANGEL: I'm the Guardian Angel of Sacred Heart School.

JAKE [startled]: You are?

ANGEL [smiles]: Yes, Jake, and the patrol boys make my work easier—that is if they are good patrol boys.

JAKE: Whom do you consider good?

ANGEL: Not a goody, goody, not a patrol boy who is a shining example only when the Sisters are watching him. He is in every respect a real American boy. This boy patrols in all sort of weather. He is out there in the street when it is wet, hot, or cold to do his duty. This boy is interested in the children of the Sacred Heart School and also the passers-by. May I also say, Jake, that the Eucharistic King is a close friend of the Sacred Heart Patrol. He lives in their hearts and guards them. They are His knights. Only one of the boys is weak and doesn't know it. He thinks

Christ makes his life too hard. Do you know who that is?

JAKE: Why sure I do! Wait, angel. I'll be different. I'll pray and try to be a friend of the Eucharistic King. [Wakes up and looks around.] I must have been dreaming. Just the same it's as real as I ever want it to be.

MR. JONES [coming in]: Did the boys leave already?

JAKE: Yes, Dad, long ago. I've decided to join that Eucharistic Crusade.

MR. JONES [picking up the paper]: Good! I'm certainly glad to hear that.

[Curtain]

Cast sings: "The Watching Patrol"

[*Tune of Tramp, Tramp, Tramp*]

In the slippery streets we stand,
Thinking, passer-by of you,
And your bright and shiny car so near at hand;

And the traffic we shall watch
Just as you would want us to,
Though we try to help the children and be kind.

Chorus:

Cross, cross, cross, the patrol is watching.
Walk on, children, we are here,
And beneath the treacherous skies
We shall watch the cars go by
In the busy streets of our beloved school.

Civics Made Interesting

City Council Praises Young Citizens

*Sister M. Cornelius, O.P. **

It all came about when the eighth grade began the study of civics. The text, *The Christian Citizen* by Rev. Thomas J. Quigley and Sister Mary D. Donovan, challenges pupils to "change the world." What a prudent encouragement for arousing to action! A smile on young faces led to the conclusion that there was a group of typical American girls and boys, who had confidence in themselves and were willing to do great things. Immediately they were interested in the subject and adopted the slogan, "Make the world a better place in which to live."

Teacher's Approach

It is the duty of every citizen to shape his actions so that they reflect the perfections of his Creator. With thoughts centered on God, man must develop Christian principles of living. Man is a social being who cannot live alone. He needs the community, and the community needs him. Each member has a definite place in which he must serve society willingly and sincerely. He must respect the rights of others, must do his share in solving social problems, and must help in maintaining order and happiness.

Peace and order are absolutely necessary for the correct functioning of government. Here in America we have a democratic government, therefore we all belong to the governing body. Each individual is responsible and must contribute toward an increase of happiness among

his fellow men. In dealing with others each must not only understand but practice the virtues of justice and fair play. For a true American these virtues must be the foundation for judging the doings and happenings in his environment.

Pupils Swing Into Action

Programs varied from silent reading to general discussion, from research to reports and debates. A suggestion to form a civics club was greeted with enthusiasm; officers were elected and now the real fun began. How?

Committees were appointed to examine St. Paul's School extracurricular activities. Investigation proved that the school is well equipped to offer protection against traffic accidents, fire hazards, and contagious diseases. Best of all, a look at recreational facilities made pupils realize more than ever the great advantages they have, as the school furnishes the needs for most kinds of sport.

Other committees were placed in charge of certain districts outside of school. Findings brought to light conditions in city parks, in restricted areas as well as in slums. The housing shortage was still a serious problem and the question arose, "What is being done by city officials?"

While the desire "to know" local government was thus established, came a delightful surprise—an invitation to be present at a city council meeting. Were pupils ready to accept the invitation? Proceedings will tell.

*Sister M. Cornelius was one of the teachers at St. Paul's School, Akron, Ohio, in which the Civics Club was organized.

A Visit to the Akron Municipal Building

The weekly city council meeting was scheduled for election day, November 8. City buses conveyed the excited youngsters to City Hall early enough to meet photographers before the beginning of the meeting. On one picture appeared Francis Greissing, the president of the city council, with interested listeners. The other photo showed the officers of St. Paul's Civics Club with Mayor Slusser, who attended by special invitation. That same evening the *Akron Beacon Journal* published an interesting account news item entitled: "Eighth Graders Quiz City Officials on Hot Issues."

Teacher's Observation

It was most pleasing to witness the ease and politeness with which the pupils addressed the "Intelligentsia" before them. With ringing voice, the first girl said, "Mr. President, and Members of the Council, I wish to speak to the Mayor." Greatly amused, and in schoolboy fashion, the Mayor arose. This same girl was so determined to convey her side of the issue, that three times she had a comeback to the Mayor's answers.

A member of the council had left the room during the meeting, a fact which brought the query, "Is any member allowed to leave the council chamber while the meeting is in session?"

A rather personal request, "What are the requirements necessary to become a good councilman?" caused a stir among the men.

When the meeting adjourned, all concerned were well satisfied and congratulated the young citizens who had shown knowledge and interest "in real things."



President of the City Council and Members of St. Paul's Civics Club.

Conclusion

The teaching of civics lends itself to arouse in pupils the spirit of enjoyable self-activity. For the students of St. Paul's November 8 was a red letter day, made even more thrilling on arriving home. Mothers greeted them saying, "We heard the news of your success over the radio."

P.S. Before the meeting began the writer had no knowledge of any question raised by her pupils.

are any sacred pictures. You come from a Catholic country, Frank." She addressed a D.P. from Belgium. "Do the people in your country have holy pictures in their homes?"

Frank arose shyly. "In Belgium," he answered, "you will usually find a picture of the Sacred Heart in the most prominent place in the house, in the drawing room or sitting room. Another thing they have that seems very strange is a big eye above the fireplace, and above that is written 'God sees me.'"

Sister nodded. "The Enthronement of the Sacred Heart in the home is spreading rapidly in the United States—in fact throughout the world, due to the apostolate of a Father Matteo Crawley-Bovey, whom several popes have specially blessed. Father Crawley belongs to the Order of Father Damien of whom you have read so often."

"I always thought there were only a few sacramentals," said Mary Walsh, "such as blessed candles, ashes, palms, rosaries, crucifixes. . . . I never knew prayers and pictures were."

"Did you say that when we read the prayers of the Mass with the priest from our missal—that that is a sacramental?"

"Yes," nodded Sister Mary.

"How many have holy water fonts in their homes?" asked Sister.

A few hands went up. Honest John Smith said, "We have one, but there's nothing in it ever. How could we get holy water?"

"You could bring a container of water in to the priest after Mass on Sunday and

The Sacramental Picture

*Sister M. Walter, O.M. **

Sister Mary had just finished her religion lesson on sacramentals, and she was ready for some problems. Problems were always discussed at the end of her religion period. A hand waved.

"Yes, William," she smiled.

"What is the best sacramental that can be used today for the betterment of our home life?" he asked thoughtfully.

"I would recommend the Enthronement of

the Sacred Heart in the home," answered Sister decidedly.

"Is a picture a sacramental, Sister?" inquired William.

"Yes, William," answered Sister Mary, glad of the opportunity to promote the idea. "It is a sacramental which is commonly overlooked by many Catholics today—the Christian picture in the home. Look around the homes of Catholics who are your friends, who call themselves good Catholics. See if there

*Sisters of Mercy, Concord, N. H.

Like Unto Thine

S.M.L., O.P.

SLOWLY

Je-sus, meek and hum-ble of heart, Make our hearts like
un-to Thine. Make our hearts like un-to Thine.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

ask him to bless it. Make it your charge, John, to keep the holy water font filled," advised Sister.

"On the feast of St. Joseph, the priest comes to our house and blesses bread and oranges, and lemons and grapefruit," said Nina Randazza. "It is a custom among the Italians. Are those sacramentals when they are blessed?"

"Yes, Nina," nodded Sister. "What do you do with the orange peels, and lemon peels and the grapefruit rind when you have eaten the fruit?"

"We always burn them, Sister," answered Nina.

"Is almsgiving a sacramental?" asked a voice from the rear of the room.

"That's a good question," answered Sister. "It is. The bell is about to ring now so let's summarize what we have learned today. Your book says that Father Sabetti, a Jesuit moralist, is the author of the following divisions: (1) prayers, especially those found in liturgical books, (2) external contacts, as holy water, and various anointings, (3) eating of blessed fruits and bread, (4) confession of sins, as in the Confiteor at Mass, (5) almsgiving, (6) blessing of persons and things, and—the best sacramental that can be used today for the betterment of our home life is—"

In unison the class answered:

"The enthronement of the Sacred Heart in the home."

A Garden Tale

Sister Philomena Mary, S.N.J.M.*

Little cherub folk one day
From their playground flew away.
Tumbled from the heavens down
Ere the guard had time to frown.
Among the clouds at hide and seek
They played till they could scarcely speak,
Then, from sunset's colors bright,
Made them caps and mantles light.

*Montreal, Quebec, Canada.

Pink and purple, white and red,
And, when men had gone to bed,
Stole on tiptoe down to earth,
Bubbling o'er with angel mirth;
Romped about on land and seas,
Played cockhorse on every breeze.
Oh! what fun!—but then, alack!
Not one knew the journey back.

Dawn came tripping on its way,
Herald of a brand-new day;
Smiled in glad surprise to see
A sight to baffle you and me:
Lost—and far too tired to weep—
The cherub folk had gone to sleep;
Their caps and frills of sunset hues,
Safely fastened lest they lose.
All, a garden fence beside,
With gossamers were surely tied
Tight upon tall stalks of green—
Such pretty sight dawn ne'er had seen.
St. Michael in the early morn
Found the cherubs all forlorn,
Led them gently home again,
Afar from earthly haunts of men.

But now by every fence you'll find
The fairy caps they left behind,
Still fastened to the tall green stalks,
And you will call them hollyhocks.

Action Poem for the Six-Year-Old; When to Pray

Sister M. Paulette, V.S.C.*

In the morning when I awake—
Beside my bed, I kneel to pray;
I fold my hands upon my heart
And "Thank You, Lord" for each new day.
Before I eat the food You give—
The food I need to make me grow,
I bow my head and say a prayer
That You may ever bless us so.

*Mother Mary Mission, Phenix City, Ala.

"Thank You, dear Lord" is what I will say
When my plate is empty—as it should be.
I know that food is a gift from You;
And I am so grateful: God cares for me.
Then at night, when the day is done—
And the morrow seems near, yet so far
away,
I kneel beside my bed to tell
That I'll be better then—than I was today.

Accompanying Motions:

awake—rubbing sleep from eyes.

kneel—assume kneeling position.

fold hands—as indicated.

Thank You—bow head slightly.

eat—touch lips.

grow—growing-up motion.

prayer—fold hands, eyes cast.

bless—Sign of Cross motion.

from You—point heavenward.

grateful—hand to heart movement.

day is done—go to sleep action.

near . . . far—hand in, hand out.

kneel—as indicated.

be better—fold hands to make this promise.

A Marian Book Contest

At St. Francis de Sales High School, Rock Castle, Va., there was a display of Marian books in the library, on December 8. The result was a Marian Book contest. The "Castle Girls" chose, by popular vote, the following list of ten outstanding books about Our Lady.

Sheen: *The World's First Love*

Lord: *Our Lady in the Modern World*

Mindzenty: *The Face of Our Heavenly Mother*

Sharkey: *The Woman Shall Conquer*

Barthas: *Our Lady of Light*

Lynch: *A Woman Wrapped in Silence*

Power: *Our Lady's Titles*

Gillet: *Famous Shrines of Our Lady*

Haffert: *Mary in Her Scapular Promise*

Houslander: *The Reed of God*

Our Telephone Excursion

*The Third Grade **

During the month of November the third grade at St. Mary School, Janesville, Wis., received six new telephones from the Bell Telephone Company. We enjoyed them very much and we want to tell the readers of the CATHOLIC SCHOOL JOURNAL about our project.

While reading we learned that the word "telephone" comes from the Greek and means to speak at a distance. The telephone was invented in 1876, about 77 years ago, by a young man named Alexander Graham Bell. There are millions of telephones in the world but the United States has more telephones than all the rest of the world put together.

The telephone plays an important part in our family life. We use the telephone to make business calls. Mothers and fathers use it to order things from the druggist, the grocer, and the meat market. Our parents also use it to call the doctor quickly. Besides these few there are many other uses of the telephone.

There are several kinds of telephones. Here are some common types: hand, wall, stand, and coin telephones. In some places the telephones have dials. Janesville has this type. In other places telephones have no dials. There are a number of different types of dials but all of them work the same way and are easy to use.

How to Speak on the Telephone

When using the telephone, hold the receiver close to your ear. The receiver is the end without the cord. Talk directly into the mouthpiece and speak as though the other person were in the same room.

The following is a telephone conversation carried on by three girls. Karen Breby, Karen's mother, and a friend, Patricia Devitt.

MRS. BREBY: Breby's residence—Mrs. Breby speaking.

PATRICIA: This is Patricia Devitt, Mrs. Breby. May I please speak to Karen?

MRS. BREBY: Of course, Patricia, I'll call Karen.

KAREN: Hello, this is Karen.

PATRICIA: Karen, this is Patricia Devitt. I am having a birthday party at our home next

Saturday at two o'clock. Can you please come?

KAREN: I'd like to, Patricia. Wait until I ask Mother.—Yes, Mother says I may go to your party. I'll be there at two o'clock on Saturday afternoon.

PATRICIA: Oh, I'm so glad you can come.

KAREN: Good-by, Patricia. Thank you for inviting me to your party.

PATRICIA: Good-by, Karen.

How to Use a Dial Telephone

If a telephone number is listed in the telephone book as Janesville 2-3533, the first two letters of Janesville will be capitals. To call this number on a dial telephone, you use only the letters in capitals followed by the figures. So if you wanted to call Karen on this dial telephone, you dial JA 2-3533. This is how you do it. First, pick up the telephone and hold the receiver to your ear. Listen for the dial tone—a steady humming sound. If you dial before you hear it, you may get a wrong number or no number at all. When you hear the dial tone, place your finger in the hole on the dial where "J" is seen. Turn

the dial to the right until your finger hits the finger stop. Remove your finger and let the dial go back by itself. It will make a clicking sound. Next, place your finger in the hole where the letter "A" is seen and turn the dial until your finger hits the finger stop. Remove your finger and let the dial click back again. Now dial the numbers 2-3533 in the same way. Of course, when a telephone number has no letters all you have to dial are the numbers. When you finish dialing wait a moment and you will hear a brrr-brrr sound. This means that the telephone you have called is ringing. Be sure to let the telephone ring long enough to give the party time to answer.

When using a telephone without a dial, you tell the number you are calling to a telephone operator instead of turning a dial. The operator will say, "Number, please," and then she will connect your line at a switchboard. Coin telephones are easy to use, too. Just follow the instructions on the front of the telephone.

We are learning many more things about the telephone and we hope that in many other cities boys and girls will receive telephone sets so they can learn these same things.

MISSION CRUSADE SEMINAR

The Catholic Students' Mission Crusade will hold its second annual international gathering at Rosemont College, Philadelphia, June 14-19. The seminar will enroll young men and women from all the Americas for the study of current world problems and techniques for Christian solutions to these problems.



The Third Grade at St. Mary's School Learns to Use the Telephone.

*St. Mary School, Janesville, Wis. Sister M. Ernestine, O.P., is the teacher.

Sacred Heart of Jesus

SLOWLY Aspirational prayers

S.M.I., O.P.

Sac-red Heart of Je-sus, All for Thee.
 Sac-red Heart of Je-sus. Be my love.
 Sac-red Heart of Je-sus, Thy King-dom come.
 Sac-red Heart of Je-sus, I trust in Thee.

A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

GOD-CENTERED EDUCATION AND SELF EDUCATION

Very Rev. Robt. J. Slavin, O.P.,
President, Providence College

How does the student acquire a God-centered education? In taking means to fulfill the end of education, the teacher cannot develop the intellect of a student by unscrewing the top of his head and pouring in knowledge, nor is there any push-button arrangement whereby the will automatically pursues that which the intellect knows to be right. The most profound and brilliant teacher will work in vain if the student throws up mind-blocks and refuses to work and labor himself. Instruction means literally the "building-in" of knowledge, building which the student must perform; the teacher presents the material and suggests its arrangement. Psychologically, if the teacher is the divine spark in education, he must stimulate the student by presenting problems in such a way as to arouse the interest of the student. These problems should be presented orderly not only to transmit content but to insure self-development. It is only by consistent application that intellectual habits are acquired, permanent patterns etched upon the mind. Nor is it enough for these habits to be solely intellectual. The appetites, the emotions, the fears, the hopes, and the desires of man must be brought to function habitually in conformity with the perceptions of the intellect. In a word, true education consists, under the guiding light of faith and with the supernatural help of grace, in the acquisition of intellectual and moral virtues—the intellectual virtues which order and classify all human knowledge, the moral virtues which are called into play in every human act, from buying a newspaper to building a skyscraper, and ensure that that act be performed according to the dictates of reason enlightened by faith. True learning must be carried over to the field of good living, for intellectual achievements and scientific accomplishments alone can never do the entire work in education. The infused virtues of faith, hope, and charity; prudence, justice, fortitude, and tempered with the host of allied virtues give real meaning to the education of the whole man.

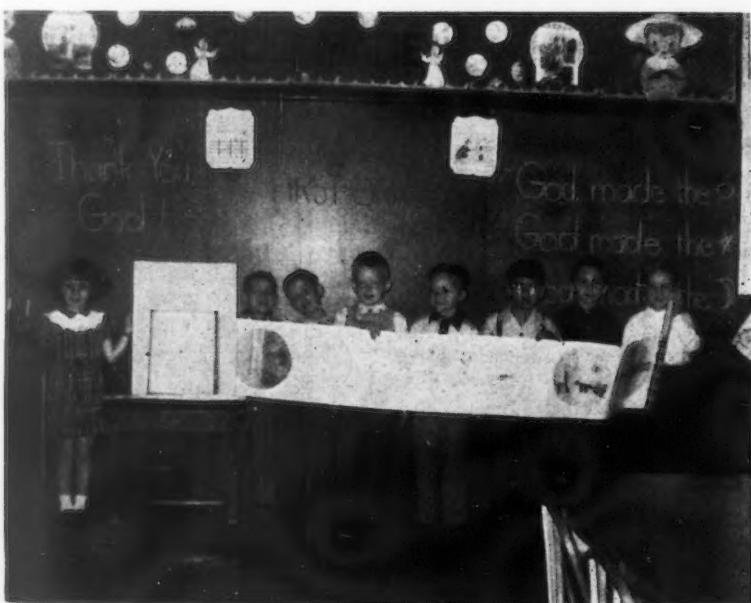
Creation in the First Grade

Sister M. Immaculata, O.S.F. *

To culminate a unit on The Creation of the World the first graders of St. Casimir's School made a homemade filmstrip. This consisted in choosing a title, which in this case was "God's World," drawing original pictures to illustrate each day, dividing a long roll of paper into sections and inserting it into a box with two slits on the sides of the top cover. Blue corrugated paper served as an

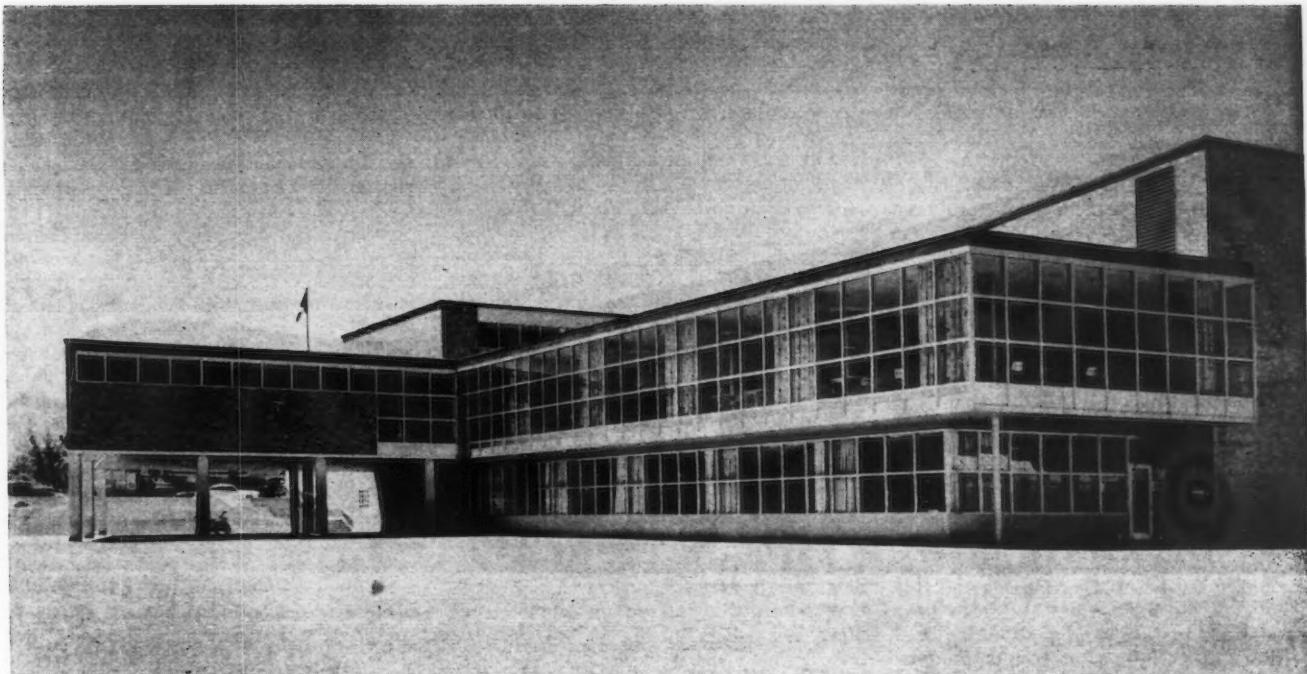
*St. Casimir's School, Amsterdam, N. Y.

attractive front covering. Not only did the little ones benefit by an appreciation and gratitude to God for His gifts, but also the other grades who witnessed the manipulation of the filmstrip machine including the remaining program. The *Mine* magazine furnished an excellent source for creation poems; songs, from *Father Francis' Song Book*, and a skit, "God's Helpers" from the September, 1953, issue of the CATHOLIC SCHOOL JOURNAL.



The first grade at St. Casimir's School present their pictures of the Creation of the World.

The Fabric of the School



Reflected light from ground features reaches far into ceilings of Birmingham (Mich.) High School through walls of clear glass. Note how gravel playground area is located to gather bonus daylight from below the horizon.

Uniformity of Brightness Ratios

Daylight From Ground and Sky

EFFICIENT daylighting of schools, which has been under intensive study for several years at Southern Methodist University, may be greatly aided by proper relation of ground features so as to bring bonus daylight into the working area of a classroom by the use of clear glass windows and ground reflectance.

J. W. Griffith, research associate at SMU, in a study on "The Importance of Ground Reflection in Daylighting" has concluded that "light from below the horizon is bonus light. It is a dividend from something whose only cost is good design practice."

Strategic location of concrete parking areas, sidewalks, light colored school playground areas, and even the horizontal louvers of Venetian blinds may be important in passing indirect lighting into the far corners of the schoolroom.

He has reported that in some conditions of sun and ground there may be more light entering vertical windows from below the horizon than from the sky.

Tests have shown that ground reflec-

tions from grass fields and lawns run 18 to 23 per cent, dead grass 28 to 32 per cent, fresh snow 100 per cent, old snow 59 per cent, concrete 55 per cent, macadam 18 per cent, and gravel from 15 to 35 per cent.

Ground light reaches the work plane by interreflectance from upper walls and ceilings and, therefore, may improve the uniformity of illumination and the brightness ratios by producing more light on work areas farthest from the windows than is received directly from the sky, the studies indicated. Maximum input of daylight from ground and sky is achieved by large window areas of clear glass.

Griffith explains that a study of ground light alone shows just how effectively such light may be utilized in a classroom. A one-fourth scale model room was used, representing a 30 by 30 by 12-foot room, at the SMU laboratories in Dallas. The sky was black for the series of tests. All incident light was from the ground. The fenestration was clear glass extending from wall to wall and from a 36-inch sill to the

ceiling. Corrections were introduced to allow for a 20 per cent reduction representing the mullions and muntin bars of typical metal window construction.

Test results were obtained for 100, 150, and 250 foot-candles incident on the window area from the ground alone. These represent the amount of ground light which would be received from typical ground reflectances of 20 per cent (grass), 30 per cent (gravel), and 50 per cent (concrete), if these grounds were illuminated by the 1000 foot-lambert uniformly overcast sky. They also represent the light which would be received for average ground brightnesses of 200, 300, and 500 foot-lamberts, respectively. Light received from the ground for other conditions would be proportional to the average ground brightness.

Griffith in his results took into account the reflectance factors of floor, walls, and ceiling and found that in a typical reading for the 100 foot-candles of ground light the maximum was 16.4, average 9.6, and minimum 4.4 foot-candles illumination on the work plane. For higher interior reflect-

ances and the 250 foot-candles of ground light as much as 45 foot-candles maximum, 26 average and 14 minimum were recorded at the work plane.

"From the data we developed it appears advisable for comparison of daylighting installations or for daylighting prediction to evaluate the reflected light from below the horizon and add it to that received directly from the sky," declared Griffith.

"It has been a common practice to use a reading of the total light incident on a vertical fenestration as a basis for comparison of daylighting tests results. Such a procedure, however, does more than just neglect the added light available from the ground. It actually penalizes the installations with higher ground reflections for their more effective utilization of light."

Griffith points out that the "utilization of ground light is not a new phenomenon." It has been used for years, but many installations have been penalized by lack of its consideration. Horizontal louvers such as Venetian blinds, for example, can be adjusted to shield the eye from high sky brightness when objectionable and still allow reflected light from below to pass through for indirect daylighting.

Many other important results in day-

lighting have been derived from the studies at SMU. The laboratory there has the largest artificial sky now in use for experimental purposes. A new lumen method for predicting daylighting interiors and for daylighting design for engineers and architects has been developed by R. L. Biese, Jr., former research professor of engineering at SMU and international authority on daylighting.

Formulas developed permit the application of adjusted coefficients to the basic data for clear glass to allow for transmission factors of other glazing materials. Allowances also may be made for obstruction to daylight from muntins, mullions, mortar joints, and sash. Glass makers now furnish accurate data on light transmission of various types of glazing.

The studies at SMU have been primarily made to permit schools to improve daylighting and take advantage of lower operating costs through good basic construction design, proper orientation, and considerations of site.

Several of the research projects at SMU have had the active co-operation of Libbey-Owens-Ford Glass Company and Detroit Steel Products Company research staffs.

ers' and supply closets also concealed in the walls.

Pastor of the parish is Rev. George W. Foley.

IN OHIO

St. Rose, Lima

The new St. Rose elementary school building was dedicated April 11, in Lima, Ohio. Constructed of Indiana limestone, the building contains 12 classrooms, a cafeteria, library, offices, boiler room, and storage room.

Interior walls are finished in glazed tile and acoustical plaster. Hall floors are terrazzo, with asphalt tile in the classrooms. Other features are blackboards trimmed in aluminum, and an intercommunication system.

The heating plant provides low-pressure steam heat from an oil-fired furnace; it has been designed to provide heat for the church, high school, and old grade school, should it become necessary to do so.

Sisters of Charity staff the school, along with 2 lay teachers; Rev. William J. McKeown is pastor.

IN PENNSYLVANIA

SS. Peter and Paul, Beaver

The new school and temporary church of SS. Peter and Paul's parish, Beaver, was blessed and dedicated on April 4. The new building, of steel, concrete, brick, and stone is designed along modern lines and consists of two stories and a ground floor. The temporary church occupies the ground floor, 58 by 139 feet, and has a seating capacity of 550. The other two floors contain 8 classrooms and all other school facilities.

The school section contains general offices, clinic, Sisters' rooms, music room, library, book storage rooms, and 8 classrooms, each 23 by 32 ft. The three windows in each classroom are aluminum frame strip windows, with directional glass block panels. Heat and ventilation in each room are automatically controlled. Classroom floors are of asphalt tile. Corridors have terrazzo floors, base, and steps. Door frames are of steel, and doors and other woodwork are of birch in natural finish.

The building is designed to permit expansion when required. General plans call for eventual construction of a new church and conversion of the ground floor of the present building to a parish hall.

Sisters of Divine Providence will compose the faculty of the new school; Rev. John T. Flaherty is pastor.

IN WISCONSIN

Holy Cross, Kaukauna

A new L-shaped school building was recently occupied by the 600 students of Holy Cross parish, Kaukauna, Wis. The new structure, costing \$810,000, houses 16 classrooms, each with plastic-dome skylights. Its north-end section containing a gymnasium, parish hall, and kitchen is still under construction. Constructed of brick and limestone, the building is 343 feet long. The second floor will house 20 Sisters of St. Dominic, who staff the school.

Rev. Andrew Quella is pastor of Holy Cross parish.

Building News

IN CALIFORNIA

Our Lady of Mt. Carmel, Montecito

The first of three new parochial school units for Our Lady of Mt. Carmel School in Montecito was blessed March 28 by the pastor of the parish, Rev. O. B. Cook. The one-story structure has four classrooms, a library, and nurse's room. Additional units which have been planned will be added as funds for their construction become available.

Sisters of the Immaculate Heart of Mary staff the school.

IN MISSOURI

St. Henry, Charleston

On April 4, the new elementary school for St. Henry's parish, Charleston, was dedicated by Most Rev. Joseph E. Ritter. Of contemporary design, the exterior of the building is of red brick and Bedford stone. It contains 6 classrooms, a kitchen, a cafeteria, principal's office, and a gymnasium-auditorium. The latter is equipped with a portable stage and portable gymnasium equipment.

Interior walls of the structure are of haydite block, with color selection chosen for maximum light and restfulness to the eye. Glazed tile forms a five-foot wainscot in the corridors, lavatories, the cafeteria, and kitchen.

An intercommunication system installed in the elementary school links it with St. Henry's High School, a previously erected building.

Sisters of the Precious Blood, O'Fallon, are

in charge of the school; Rev. Charles P. Schmitt is pastor.

IN NEW YORK

Nativity of the Blessed Virgin Mary, Bronx

Dedication of a new school building for the Nativity of the Blessed Virgin parish, Bronx, took place March 21, 1954. The exterior is faced on all sides with colonial red brick and trimmed with buff limestone, and has green matt heavy-shingle clay tile roof and stainless steel cross and lettering on the tower facade.

The building contains 8 classrooms, a kindergarten, an auditorium seating 700 persons, and a cafeteria and kitchen. The auditorium and cafeteria are on the ground floor, with the main entrance to the school and all classrooms on the first floor. Glazed tile wainscoting has been applied to cafeteria and auditorium walls, as well as stairway, corridor, and lavatory walls. Flooring in these areas is of terrazzo and asphalt tile. Ceilings of cafeteria and auditorium are of acoustical material in harmonious colors.

An unusual feature of the building is the glass block partitions between classrooms and corridors. These are framed in pressed steel, as are the doors. Blackboards are trimmed with aluminum, with cork bulletin boards. Classroom floors are of asphalt tile in contrasting colors. All classroom wardrobes are set flush within walls and have recessing doors minimizing loss of space, with flanking teach-



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Catholic Education News

AD MULTOS ANNOS

★ Five Christian Brothers who recently celebrated their golden jubilee were honored at a recent alumni banquet at Manhattan College in New York City. They are: BROTHERS HONESTE CELESTINE, professor of biology; CHARLES BRUNO, chairman of the high school relations department; DALMATIUS FRANCIS, professor of French; DEFENDANT FELIX, professor of mathematics; and ANGELUS GABRIEL, secretary of the New York—New England Province of the Christian Brothers.

★ REV. JOSEPH A. BUTT, S.J., regent of the college of business administration at Loyola University, New Orleans, was honored on April 20 in commemoration of his 25 years at Loyola. He joined the Jesuit Order in 1913 at Macon, Ga.

HONORS AND APPOINTMENTS

Rerum Novarum Award

CHRISTOPHER W. HOEY, New York, chairman of the International Arbitration Board, is the 1954 recipient of the *Rerum Novarum* Award from the school of business administration at St. Peter's College, Jersey City, N. J. He receives the award for his work in the interests of industrial peace. Mr. Hoey, member of a legal firm which specializes in labor relations, is a native of New York and an alumnus of Fordham University. He was previously an attorney for the National Labor Relations Board.

New Provincial

BROTHER GEORGE AIME has been appointed provincial superior of the New England Province of the Brothers of the Sacred Heart.

Vocational Directress

SISTER M. MADELEINE is the new vocational directress of the Eastern Province of the Congregation of Sisters of St. Joseph of Newark.

Sister Madeleine is working on filming a motion picture of the missions and work of her congregation and the publication of a booklet on vocations. Very Rev. Msgr. Aloysius F. Coogan, archdiocesan director of vocations at New York, has appointed her a member of the committee to publish a brochure on religious vocations for the Marian Year.

Signum Fidei Medal

REV. JAMES KELLER, M.M., founder of the Christophers, has been awarded the *Signum Fidei* Medal by La Salle College, Philadelphia, for his contribution to the advancement of Christian principles.

Our Lady of Guadalupe Medal

REV. JUNIPERO B. CAROL, O.F.M., president of the Mariological Society of America, receives the 1954 Medal of Our Lady of Guadalupe, from St. John's University, Brooklyn, for his contributions to Pan-Americanism.

President of Villanova

REV. JAMES A. DONNELLON, O.S.A., is the new president of Villanova University at Villanova,

Pa. REV. FRANCIS X. N. MCGUIRE, O.S.A., the retiring president has been appointed director general of the University Development Foundation. The University is planning to raise \$21,150,000 in 20 years for its expansion program.

Provincial Superior

MOTHER MARY INNOCENTA DONNELLY is the new provincial superior of the St. Clare (western) province of the Sisters of the Poor of St. Francis whose mother house is at Cincinnati, Ohio.

President of San Diego College

REV. JOHN L. STORM is the president of the new San Diego College for Men. The appointment was made by Bishop Charles F. Buddy of San Diego.

Provincial Re-elected

REV. WILLIAM D. BUCKLEY has been re-elected to a second six-year term as American provincial superior of the Oblates of St. Francis de Sales. Father Buckley, 47, is a native of Wilmington, Del.

REQUIESCANTE IN PACE

● REV. CORNELIUS J. CONNOLLY, PH.D., former head of the department of anthropology of the Catholic University of America, died, April 5, at the age of 71. He was born in Nova Scotia, was graduated from St. Francis Xavier University in Nova Scotia, and received his doctorate in Munich in 1907. He was an international authority on the brain and nervous system and wrote many books on physical anthropology.

● MOTHER MARY TERESA TALLON, foundress of the Home Mission Community of Parish Visitors of Mary Immaculate, died at the Marycrest Motherhouse of the community in Monroe, N. Y., recently. She was superior general until her retirement in 1951.

● MOTHER MARY FRANCES, cofoundress of the

Bernardine Sisters of the Third Order of St. Francis, died, March 18, at the mother house, Mt. Alvernia, Reading, Pa., at the age of 85, in the 64th year of her religious life.

● BROTHER DATHUS RAPHAEL, F.S.C., for 52 years a Christian Brother, died, March 23, at LaSalle College, Anselm Hall, Elkins Park, Pa. He was born in Bavaria, September 9, 1882.

SIGNIFICANT BITS OF NEWS

Liturgical Meeting

The 1954 Liturgical Week will be held in Milwaukee, Wis., August 16-19, with Archbishop Albert G. Meyer acting as host, the Liturgical Conference announces.

Theme of the meeting for this Marian Year will be "The Liturgy and Mary," according to Rev. Aloysius F. Wilmes, conference secretary. The program provides for two days devoted to the basic ideas of the liturgical apostolate on a popular level, and two on a scholarly level treating the place of the Blessed Virgin in the liturgy. Discussions of the two aspects will be edited and published separately in book form.

SSCA Sessions Planned

An abridged four-city season of the Summer School of Catholic Action will offer approximately 40 courses and workshops to students this year. 1954 Summer School sessions will be held at St. Louis, June 14-19; Worcester, Mass., August 9-14; New York, August 23-28; and Chicago, August 30-September 4. The abridged four-city schedule is necessary to enable staff members of *The Queen's Work* to complete details connected with American participation in the World Sodality Congress in Rome this year. (*The Queen's Work* sponsors the Summer School each year.)

The theme of the 1954 season is "To Jesus Through Mary," the motto of the Sodality of Our Lady taken as the SSCA theme to commemorate the Marian Year. Courses are designed to deepen the spiritual life and to teach a spiritualization of secular life so as to make them complementary.

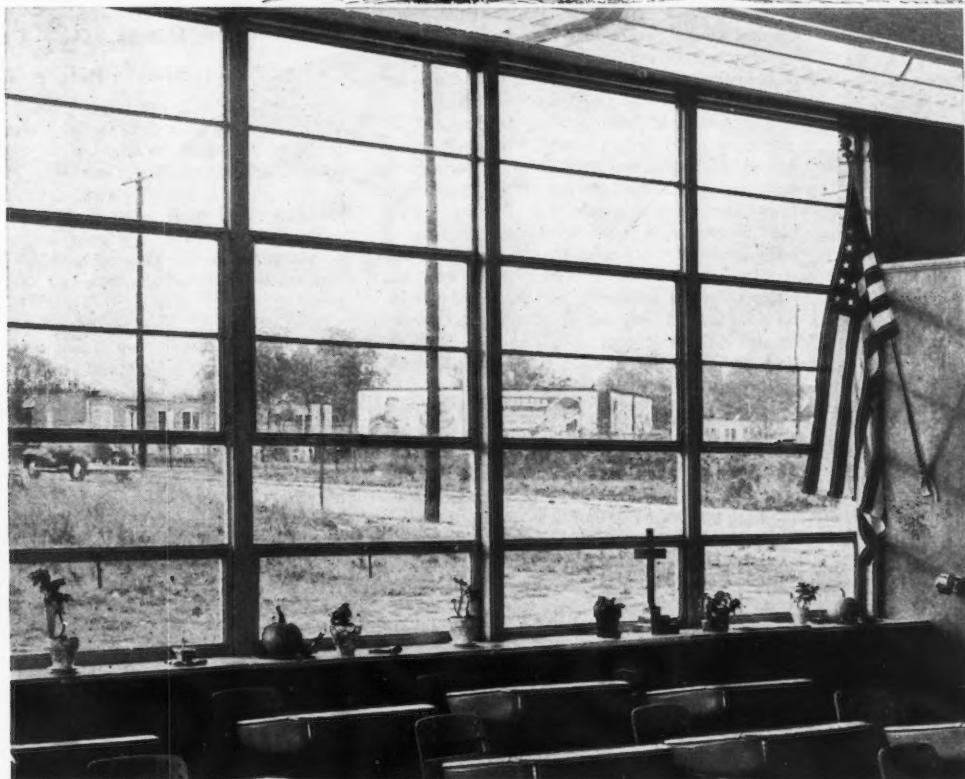
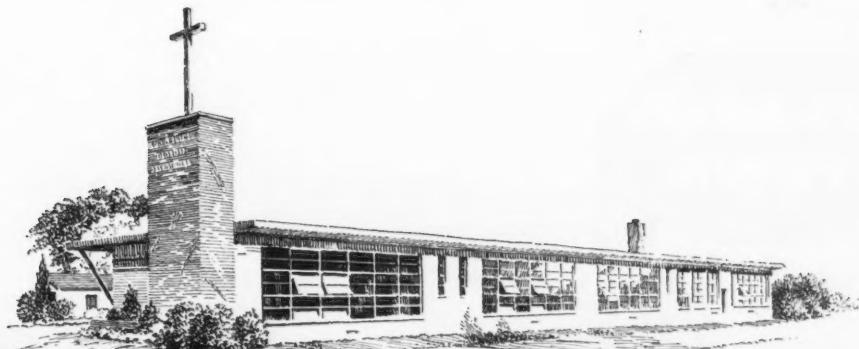
CU Civics Clubs Awards

National Good Citizenship awards for 1954 were conferred on 13 Catholic Civics Clubs re-

(Continued on page 22A)



Orchestra at the Little Flower School, Chicago, directed by Anacleto Palma, rehearsing a special march to be played at the annual spring concert.



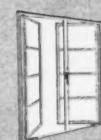
Martin Luther Christian Day School, Pennsauken, New Jersey, featuring Lupton Master Aluminum Windows.

Architect: William Dean Faint, Pennsauken, N. J.

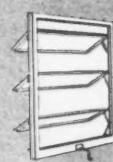
Contractor: Mark V. Kane, Merchantville, N. J.



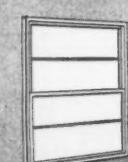
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Catholic Education News

(Continued from page 20A)

cently by the Commission on American Citizenship of the Catholic University of America. Twelve awards went to clubs in Catholic elementary schools and one to a club in a Catholic high school. Twenty clubs won honorable mention and 6 others merited special mention.

Announcement of the awards was made by the Commission on American Citizenship in a special announcement to the club moderator, and simultaneously featured in the current issue of the *Young Catholic Messenger*, the Catholic school current affairs weekly that implements the study program of the organization during the year.

More than 10,000 Catholic Civics Clubs are sponsored by the Commission to provide activities and projects that promote understanding and appreciation of the principles of Christian citizenship among the Catholic students in the upper elementary and high school grades. The Commission's study theme for this year was "We're All People." Studies were made of the contributions of various peoples and races to the growth of this country. Application of Christian social principles to actual situations, demonstrations of interracial and international good will, general community betterment, civil defense and Safety Patrol projects were among those that won recognition for the clubs.

A Teacher Education Day

On March 24, the department of education of John Carroll University at Cleveland, Ohio, conducted a teacher education day which, according to Harvey Charles, director of teacher training, may become an annual event.

As its contribution to the cause of relieving the acute shortage of teachers, this school included in its observance of National Education Week an invitation to high schools in its area to bring interested students to the University on that day. Twenty-one schools responded with nearly 400 students and faculty members.

The high school students went "behind the scenes" to inspect all phases of teaching and of the preparation of teachers. They also viewed an inspirational film entitled "What Greater Gift." Student teachers from the colleges in the Cleveland area recounted their experiences in the schools and their reasons for choosing teaching as a career and guided the visitors in the observance of college classes and laboratories in session.

SCHOOL NEWS

Racial Segregation Forbidden

Archbishop Robert E. Lucey, of San Antonio, Tex., has forbidden race segregation in the schools of his archdiocese.

Modern Language Experiment

In an experiment sponsored by Gannon College and authorized by the Erie (Pa.) School District, Professor Eron DeLeon Soto is teaching the Spanish language to second graders daily for half an hour. The experiment is under the supervision of Dr. Paul W. Peterson, head of the

department of foreign languages of Gannon College.

Dr. Peterson, a noted authority on language education, points out that the age between 5 and 12 is the "ideal time for learning a foreign language. At that age children are perfectly bilingual. That is, they can learn foreign languages without garbling them in their own language. They are perfectly capable of thinking in another language chiefly because they are not concerned with grammar and syntax and declensions, and so on."

The seven- and eight-year-olds are learning the language through their games, songs, and conversations, rather than learning from textbooks.

PUBLIC SCHOOL RELATIONS

Parochial Child's Rights

An Oregon circuit court has ordered Portland public schools to open their special therapy classes to parochial school children as a result of a recent decision pressed by a taxpayer. The father of nine-year-old Patsy Elkins, a handicapped parochial school pupil, asked the court to support his claim that his hard-of-hearing daughter should be readmitted to the class from which she had been evicted because she attended Holy Cross School.

Judge Alfred P. Dobson said he based his decision on the belief that school laws are intended to raise the educational level of all children, not to fence off the public school system. He pointed out that "permitting private schools to exist is not an indulgence on the part of the government but rather a fruitful protection of the free intellectual development of society. The obligation of the state to the private school child is in no sense abdicated."

He said further, "it does no credit to public school agencies" to demand that children must either give up parochial school education, "a substantial tenet of their creed," or be barred from public school therapy classes. The judge suggested that when the law is interpreted to provide for the better education of all children, it then "ministers to the health and coherence of society, rather than to any divisive or obstructive elements."

LITHUANIAN SISTERS' INSTITUTE

The second annual meeting of members representing four Lithuanian Sisterhoods in the U. S. was held at the mother house of the Sisters of St. Casimir, Chicago, Ill., on April 24 and 25, 1954. Present were: Mother M. Theophila, Superior General of the Sisters of St. Casimir, president and hostess of the Institute; Mother M. Aloyza, O.S.F., secretary and treasurer; Mother M. Loyola, Superior General of the Sisters of St. Francis, Pittsburgh, Pa.; Mother M. Annunziata, Superior General of the Sisters of Jesus Crucified, Brockton, Mass.; and Mother M. Aloyza, Superior General of the Sisters of the Immaculate Conception of the B.V.M., Putnam, Conn. Also present were members of the board of school supervisors of the above-mentioned congregations.

Holy Mass, celebrated by Most Rev. V. Brizgys, a Bishop in exile, opened the meeting of the first day. His Excellency delivered the key address to the assembled delegates, exhorting them never to lose sight of the "first things."

(Continued on page 26A)

Great Chairs live forever



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Catholic Education News

(Continued from page 22A)

After a review and appraisal of the activities effected by last year's assembly, the superiors and school supervisors launched upon the promotion of new measures and correctives for the social and religious guidance of Lithuanian youth in the novitiates, schools, and organizations directed by their congregations. Specific plans for future shepherding of their flock included the observance of the Marian Year, participation of the Institute in Catholic Action inaugurated by the Lithuanian people at large, vocations, support of organizations, and publications. Tentative bylaws for the

Lithuanian Sisters' Institute were drawn up.

The meeting in the summer of 1955 will be conducted at the mother house of the Sisters of Jesus Crucified, Brockton, Mass., with Mother M. Annuntiata as hostess. This will be combined with a course in content and method for teaching the Lithuanian language, history, and fine arts. Ten or more members from each Congregation are expected to attend. The educational program will be arranged and directed by Sister M. Imelda, S.J.C.

Other Lithuanian religious, anywhere in the United States, are cordially invited to enjoy membership in the Lithuanian Sisters' Institute, and to attend the courses it offers. Write to: Mother M. Theophila, 2601 W. Marquette Road, Chicago 29, Ill.

LAYMAN'S LEAVEN

Rev. Francis J. Reine, S.T.D.*

Jim Russell has not invented a "better mouse-trap" nor has the "world beat a path to his door." But a great deal of mail has been coming to his home at 709 E. Market St., New Albany, Ind., because he has invented a new aid for teaching the Mass. During the past two years Jim has had requests for his Mass Outline from 26 of the United States and from seven other countries.

The Outline of the Mass is a four-page folder attractively printed in black, red, and white. Its inside pages present the Mass in outline form, so that when the reader has the folder opened before him, he sees at once the entire Mass plan. The parts of the Mass are clearly indicated, along with the dominant theme of both parts—the twofold giving and receiving. In each part are shown the major divisions with a brief description of their ceremonies arranged in schematic order. On the front page of the folder a short bibliography is offered. Undoubtedly the value of the Outline for instructions on the Holy Sacrifice of the Mass lies mainly in its simplicity of form and its presentation of the whole Mass at a glance. "Your outline is so simple and yet so thorough that I am sure it will be a great help to newcomers who must start from scratch"—so has written a member of a New York study club.

As a matter of fact, the Outline was born in a study club. Jim's mother, Mrs. James L. Russell, who is herself a convert to the Catholic Church, composed it for a study club to which she belonged. So valuable did the Outline prove to her friends that she asked Jim, who is a commercial artist, to "dress it up" for publication. Jim was already using his artistic talents collaborating with Father Thomas A. Brandon, O.S.C., of Fort Wayne, Ind., in the Dignity of Man program of the State Council of the Knights of Columbus. His mother's idea offered another opportunity for his pen and brush apostolate. Not only did he design the format for the Outline, but also he added a series of schematic drawings in poster form explaining the ceremonies of the Mass. Ecclesiastical permission to print the Outline was granted by the Archbishop of Indianapolis on March 28, 1952.

Until recently the Outline was sent without charge to all who asked for it, although many persons offered to pay and some sent voluntary contributions. Considering this work a part of its Dignity of Man program, the Indiana State Council of the Knights of Columbus had been paying the cost of printing and mailing. The demand, however, has outgrown the budget of the Dignity of Man Committee, so that now a small charge has become necessary. The Mass Outline now is available at cost—\$1 per 100 copies, plus postage. The Knights of Columbus, though, will continue to finance the distribution to anyone unable to pay.

Mrs. Russell and Jim knew they had a good thing in the Outline, but little did they realize to what size their project would grow. They would be the last to claim that they have invented the only or the best aid to studying the Mass. They simply saw a need and set about to do something about it. A Sister from Nebraska probably best explains the reason for their success: "The Mass Outline is just what we have been looking for. It is outstanding because of its simplicity."

*President, Marian College, Indianapolis, Ind.

(Continued on page 28A)

GLENBROOK HIGH, NORTHBROOK, ILL., ARCHITECTS: PERKINS & WILL

Note how these Kewaunee Lincoln Desks provide maximum student capacity with the utmost in working convenience. Lincoln Desks are just one of the exclusive features that have made Kewaunee the nationwide favorite for finer schools.

You pay no premium for all the extra values Kewaunee gives

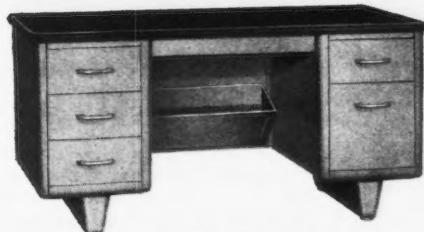
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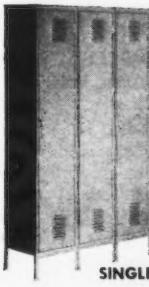
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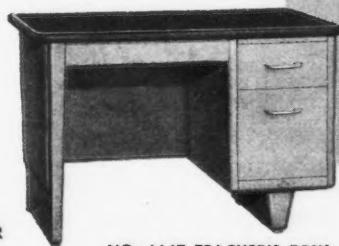
RUGGEDLY-BUILT SCHOOL LOCKERS!



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NO. 810 UTILITY CHAIR



NO. 6276 LIBRARY TABLE



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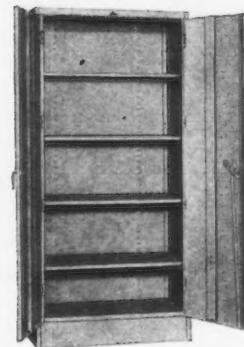


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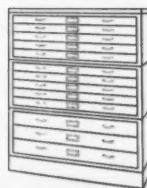
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Catholic Education News

(Continued from page 26A)

THE CATHOLIC LIBRARY ASSOCIATION

What It Does for You

Sister M. Pauline, Ad.P.P.S., librarian at St. Teresa Academy, St. Louis, Mo., recently summarized the large number of reasons why Catholic schools should belong to the Catholic Library Association. Some of them are:

Through local units, it offers an annual convention to all librarians and co-operation and exchange of ideas among fellow librarians.

Supplies the Catholic voice in the American

Library Association, in the National Conference of Christians and Jews, in the United States Book Exchange, and other groups.

Tells the publishers what books Catholic schools will buy and use. Adds the *Catholic Supplement to the Standard Catalog for High School Libraries*. Supplies book lists and an excellent magazine, the *Catholic Library World*.

Compiles the *Catholic Periodical Index*, an indispensable tool for teachers and students.

The Association needs more members for greater scope and efficiency in its service to the cause of Catholic scholarship.

DEMOCRACY IN ACTION

In the town of Meredith, N. H., an argument started over the use of a Catholic parish auditorium in local public school graduation proceed-

ings. After securing permission from the Catholic parish, members of the graduating class petitioned the school board for permission to hold the graduation ceremonies there. Their reason for requesting the services of the Catholic auditorium was that it provided enough room for all their relatives and friends.

In reply to their suggestion, the school board announced it had decided unanimously that the exercises should be held in the Town Hall, a much smaller building accommodating only 300 persons.

As the fight continued, it was finally carried to the townspeople themselves. The pros and cons of the argument were explained at a town meeting, after which the people voted overwhelmingly to let the students have their way and hold the exercises in the Church auditorium.

WHEN YOU CHOOSE UNIT TABLES

Choose American Seating



Only American Seating offers you three distinct, functional, stable, economical unit tables in a range of appropriate sizes.

The sturdy, oval, twin steel standards permit the student to get in or out with minimum chair-scraping noise; save valuable floor space by allowing a closer spacing of units. Each table has a strong, sanitary, one-piece, die-formed steel bookbox with pencil tray, and plywood top—available with plastic surface.

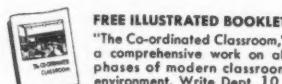
The companion Envoy chair is designed for good posture sitting and best economy.

No. 328. Has the famous, exclusive 3-position top: 10°-20° slopes for reading, writing and other visual tasks; also level top for manipulative and group work.



No. 329.
Open front economy
table with flat top only.

No. 324.
Lifting lid, with top
usable in level position
or at 10° slope.



AMERICAN BODIFORM AUDITORIUM CHAIRS

Full-upholstered—the ultimate in beauty, comfort, durability, acoustical benefit. Available with or without folding tablet-arm.

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WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating.
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AT THE SUMMER SCHOOLS

CARDINAL STRITCH COLLEGE Milwaukee, Wis.

Teaching the Handicapped

Five summer sessions will be required to complete the course to prepare teachers of mentally handicapped and to prepare group mothers for work in institutions after school hours.

The more general courses are given at Cardinal Stritch College in Milwaukee or its Boston extension, the Archbishop Cushing Educational Clinic. Specific courses are conducted at St. Colletta Schools at Jefferson, Wis., and at Hanover, Mass.

MARQUETTE UNIVERSITY Milwaukee, Wis.

Institute on Canon Law

An institute on canon law for members of religious communities, conducted by Rev. Adam C. Ellis, S.J., professor of canon law at St. Mary's College (Kansas). Friday afternoons for six weeks beginning June 18.

Graduate Theology

Four courses in the graduate school of theology. Special Events

Rev. Alban J. Dochane, S.J., will direct a program of special events including institutes on juvenile delinquency, child psychology, current events, speech, radio and television, teacher recruitment, and religious vocations.

ST. BONAVENTURE UNIVERSITY St. Bonaventure, N. Y.

Mariology Program

Rev. Juniper B. Carol, O.F.M., well-known Mariologist, will conduct a special Marian Year course in Mariology for six weeks, beginning the first week in July.

COLLEGE OF MT. ST. JOSEPH Mount St. Joseph (Cincinnati), Ohio

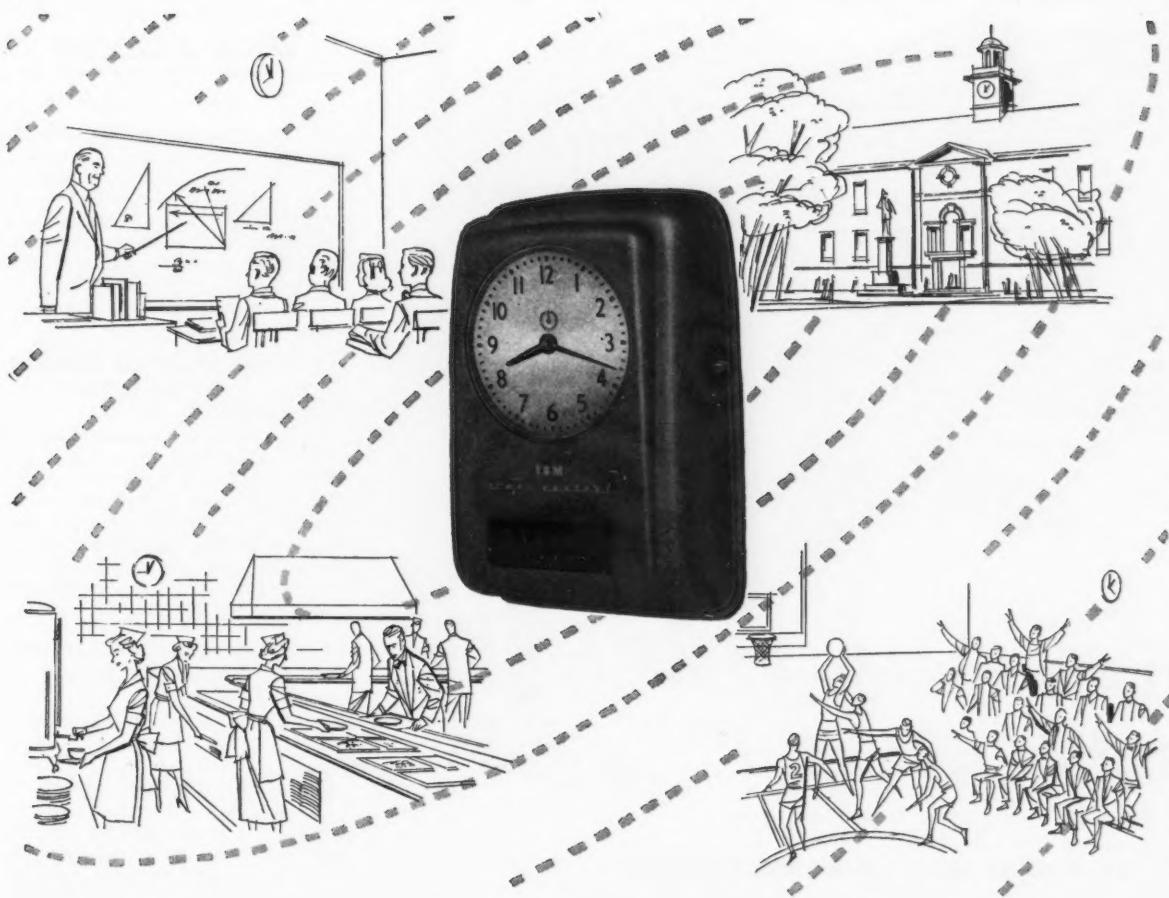
Course in Library Science

Six courses in library science will be offered in the summer session, June 28-August 3. They include: bibliography and reference; cataloguing and classification; children's literature; book selection; organization of library materials. The college is approved by the Ohio State Department of Education for the training of teacher-librarians.

CATHOLIC UNIVERSITY OF AMERICA Washington, D. C.

Christian Family Living

One of the leading workshops at Catholic (Concluded on page 30A)



IT'S
RIGHT FOR SCHOOLS

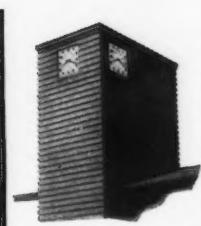
...for economy, flexibility, dependability

Time by IBM



FIRE ALARM SYSTEMS . . . add their extra measure of safety to building and occupants . . . deliver emphatic signals on demand.

INTERCOMMUNICATING TELEPHONE SYSTEMS . . . automatically connect classrooms and office . . . save time and steps for teachers, administrators.



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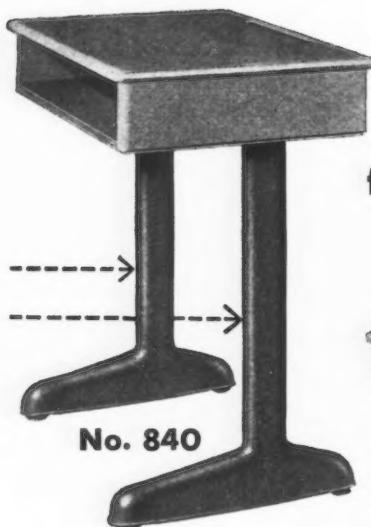
saves time, effort, money by eliminating need for manual supervision in programming water flow—opening and closing ventilators—switching light circuits, heating and air conditioning systems on and off.

You're **RIGHT** on Time . . . with

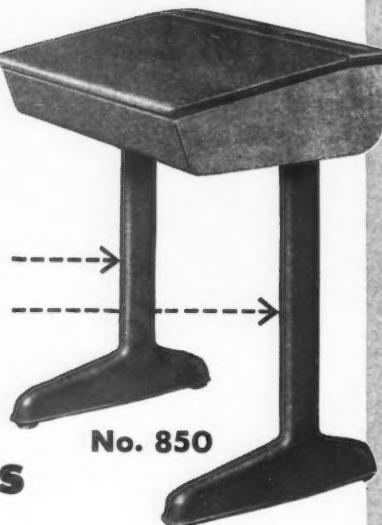


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 Branch offices located in principal cities throughout the U. S.



new
**forward-of-center
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**individual
 table desks**

- for more units per classroom
- for easier entrance and departure

Here are the new Arlington individual table desks that give pleasing modern design plus many new practical advantages. Because legs are set well toward the front and are out of the way . . . students may sit down or get up with complete ease and comfort. Used in combination with No. 303 chairs, these units are very compact . . . permit a greater number of total units per classroom than single assembly desks and chairs. A plus value also, is greatly increased rigidity and stability. Supplied in two types, both with book boxes . . . level, open book box No. 840 . . . and inclined, adjustable-top desk No. 850. Write for information.



Catholic Education News

(Concluded from page 28A)

University is that of Christian family living. The 1954 session (June 11-22) will stress closer relationship between school and home.

The workshop, in charge of Sister M. Ramon, O.P., consultant on the elementary school curriculum for the Commission on American Citizenship, will present a group of distinguished lecturers and consultants, including Rev. Dr. Thomas Owen Martin, director of the Commission.

**UNIVERSITY OF DAYTON
 Dayton 9, Ohio**

Marian Institute

The second Marian institute (June 10-12) will be a feature of the summer session at the University of Dayton. Sponsored by the Marian Library, the theme of the institute will be the Immaculate Conception Today. The special themes for the three days will be: the Immaculate Conception; the Immaculate Conception and Christian Education; and the Immaculate Conception and the Apostolate.

**UNIVERSITY OF DETROIT
 Detroit 21, Mich.**

Institute for Clergy

August 9-13. Subject: Psychological Problems in Pastoral Work. Lectures by professional experts in psychiatry, psychology, and sociology. Particular subjects: general problems of adjustment, personality disturbances, counseling the adolescent, vocational guidance, marriage counseling, emotional and educational problems of school children, and the development of whole-some personality.

Graduate and undergraduate credit. Fee is \$25.

Audio-Visual Aids

(Concluded from page 8A)

Why We Pay Taxes

Popular Science Pub. Co., 1953. (Filmstrip)
 45 frames, color, 35mm.

Wintertime Safety

Popular Science Pub. Co., 1953. (Filmstrip)
 42 frames, color, 35mm.

With Liberty and Justice for All

Popular Science Pub. Co., 1953. (Filmstrip)
 Produced in co-operation with the World Book Encyclopedia. 51 frames, color, 35mm.
 (The American Way, No. 3.)

Working Safely in the Shop

Coronet Instructional Films, 1953. 11 min., sound, black and white, 16mm.

Writing the Paragraph

Film Publishers, 1949. (Filmstrip) 8 filmstrips, black and white, 35mm. Reid Irving.

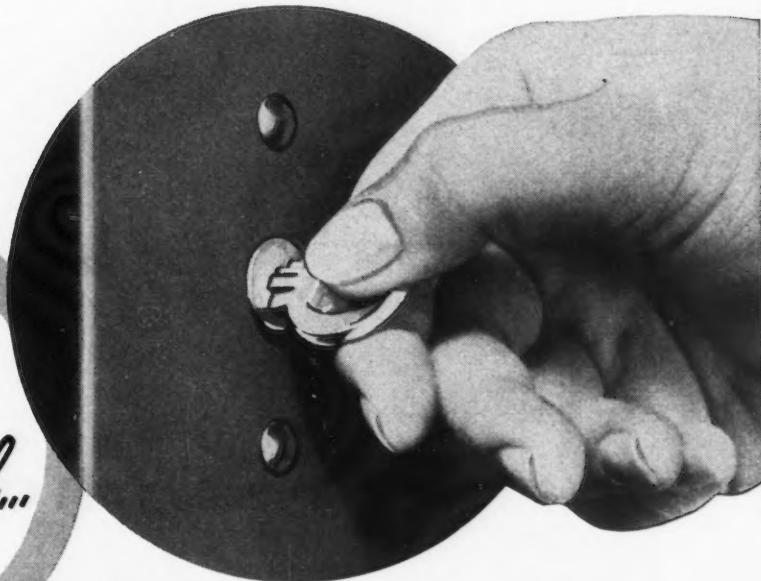
Your Cleanliness

Centron Corp. Released by Young America Films, 1953. 1 reel, sound, black and white, 16mm. (Health Series.)

Your Responsibilities in First Aid

Centron Corp. (Filmstrip) Released by Young America Films, 1952. 40 frames, black and white, 35mm. (First Aid Series.)

THIS IS
THE SECRET OF
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The key is the handle! The key unlocks the door, and serves as a handle for opening it. The door *pre-locks* when key is removed, and locks *automatically* when shut. Students cannot "forget" to provide full-time locked protection for books, clothing, equipment, and personal effects. The school administrator retains a master key.

Berger's *exclusive* Key-Control locker system completely eliminates all need for handle maintenance. Locker fronts are flush and smooth, with no noise-inviting projections. Berger offers school administrators and architects a complete planning and installation service, too. A service which supplies technical planning and engineering assistance, then assumes full responsibility for proper installation. Berger service is complete . . . right down to the tightening of the final bolt.

Look to Berger—world's leader in lockers—for (1) *exclusive* Key-Control; (2) the largest selection of standard steel lockers; (3) service which helps you provide the most efficient school storage system. Write:

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STEEL LOCKERS



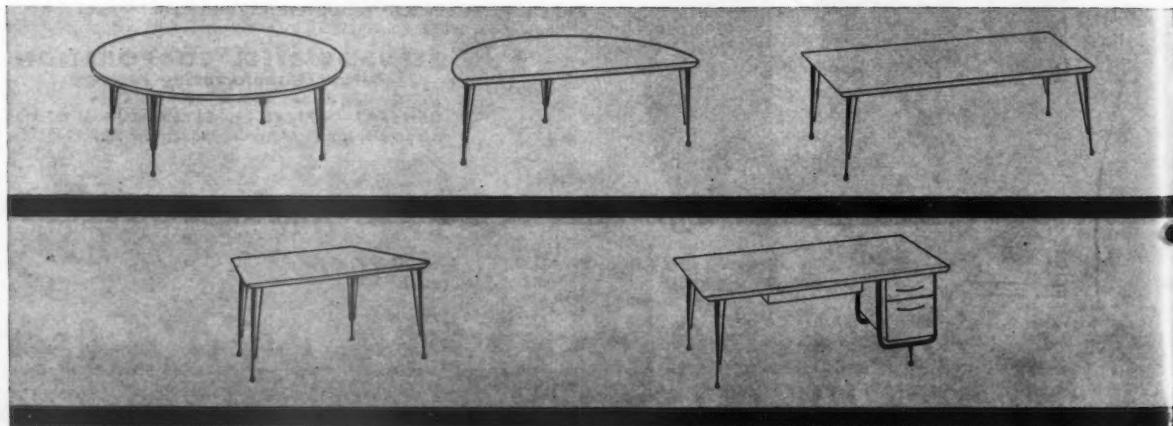


Brunswick

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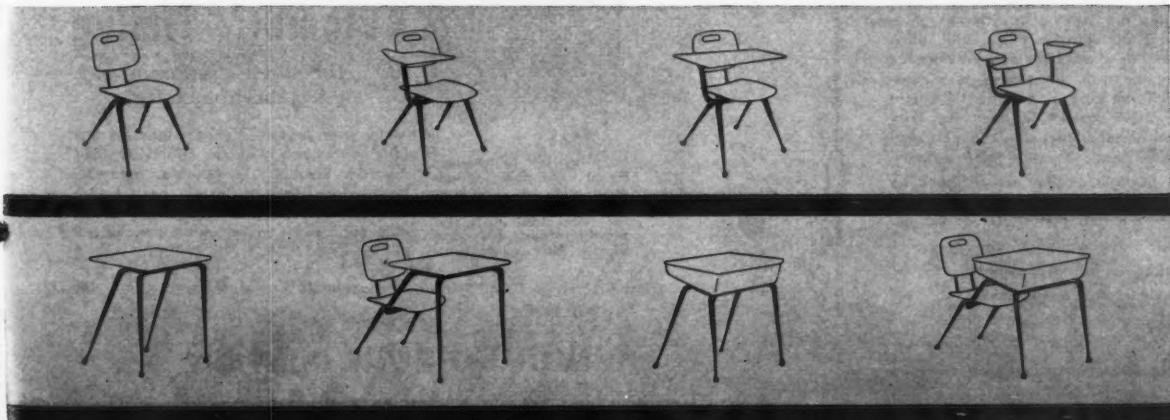
Today you can buy . . . in *quantity* . . . Brunswick School Furniture to meet your needs. Here is furniture advanced in design and engineering, incredibly flexible in use. The entire line is keyed to today's teaching methods, complements any classroom. Hundreds of schools across the country have installed Brunswick during the past year. The list is growing daily. Now is the time to make your move to Brunswick—the furniture that meets the requirements of your school today and tomorrow.

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New Books of Value to Teachers

A Portfolio of Ecclesiastical Designs

Second Edition. Compiled and published by Franklin McCormick. Price, \$30. Published at Greenwich, Conn.

This collection of illustrations, plans, and construction and cost data embraces 77 churches, 15 combination churches and schools, 19 schools, 5 convents, and a goodly number of miscellaneous ecclesiastical buildings—altogether a good cross section of recent American church and church-related structures. The collection is impressive evidence that good design—call it contemporary or modern—which reflects the religious and cultural spirit of the times and of the people, and which uses the best available materials honestly and logically, will result in dignified, devotional, and artistic church buildings. The collection will be helpful to any pastor.

The New Testament

By Rev. James A. Kleist, S.J., and Rev. Joseph L. Lilly, C.M. Cloth, \$5. The Bruce Publishing Company, Milwaukee 1, Wis.

By going back to the original Greek manuscripts nearly 2000 years old, Father James A. Kleist, S.J., and Father Joseph L. Lilly, C.M., have provided a powerful incentive to more universal reading of Scripture in this country. They have prepared a translation of the New Testament in an idiom familiar to all who write and speak in the United States. They have recap-

tured from the Greek the delicate shades of meaning as well as the beauty and economy of language employed by the Evangelists and other writers of the New Testament.

In this reviewer's mind Fathers Lilly and Kleist have succeeded in translating the Inspired Word of God into truly inspiring and completely understandable American English. While preserving the simple dignity that is befitting the language of Scripture, they have, likewise, perpetuated the imagery of the Greek language. Describing the scene of the multiplication of the loaves and fishes, Father Kleist writes: "He told them (the Apostles) to have the crowd recline on the green grass in groups resembling table companies. So they reclined in groups resembling garden plots of a hundred or fifty persons each" (Mk. 6:38).

A marvelous clarity has been achieved by translating common expressions of biblical times into like expressions used today in the United States. For example, the Eight Beatitudes, which now have more meaning for us, are translated thus:

"Blessed are the meek and gentle, for they will inherit the land."

"Blessed are the sorrowing, for they will be consoled."

"Blessed are those who hunger and thirst after holiness, for they will be fully satisfied."

"Blessed are the merciful, for they will have mercy shown to them."

"Blessed are the singlehearted, for they will see God."

"Blessed are the promoters of peace, for they will rank as children of God."

"Blessed are the victims of persecution for conscience' sake, for theirs is the kingdom of heaven."

"Blessed are you when you are reviled, or persecuted, or made a target for nothing but malicious lies—for My sake. Rejoice, yea, leap for joy; a rich reward awaits you in heaven. So too, were persecuted the Prophets who preceded you."

Modern renderings of individual words and phrases add vividness to the present text. "Mammon" is now "money" and "guard" supplants "ward." "Feared exceedingly" takes on more color translated as "Struck with terror." The biblical "And it came to pass" has given way to "when at last."

The detailed footnotes prepared by Father Lilly and Father Henry Willmering, S.J., supplement the text, and large readable type makes it inviting.

Science and Living in Today's World, Grade 8

By Sister M. Raphael, S.S.J., and Sister Monica Marie, S.S.J. Cloth, 416 pp., no price given. Doubleday & Co., Inc., Garden City, N. Y.

Science and Living in Today's World is a new science series for Catholic elementary schools, grades 4 to 8. This textbook for the eighth grade is the first of the series to be published. It is based on the science, health, and safety program as developed from *Guiding Growth in Chris-*

(Continued on page 36A)



FOR BEST SKYLIGHT DARKENING...

LITE-LOCK Shades!

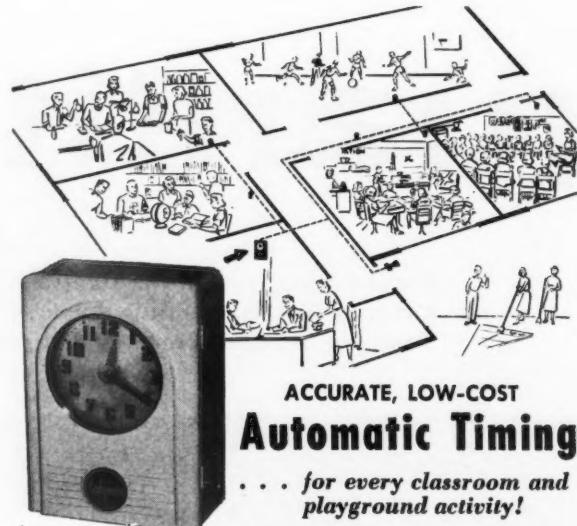
Gain full daylight control and protection! Draper Lite-Lock Shades are new and different . . . efficiently darkening plastic dome and glass block skylights. The shades are pulley-controlled . . . manually, or with the use of a window pole to engage the cord ring. The light-tight hinged cover roller box is designed for easy installation and access. Steel side channels support and enclose shade to stop light leakage.

LITE-LOCK Skylight Shades are stiffened by steel stays. They are available in black or tan and black duplex materials for best darkening.

- Flexible, easy operation
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Write today for information! P. O. Box 445

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ACCURATE, LOW-COST Automatic Timing

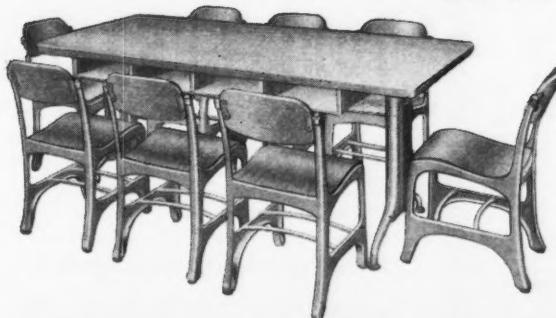
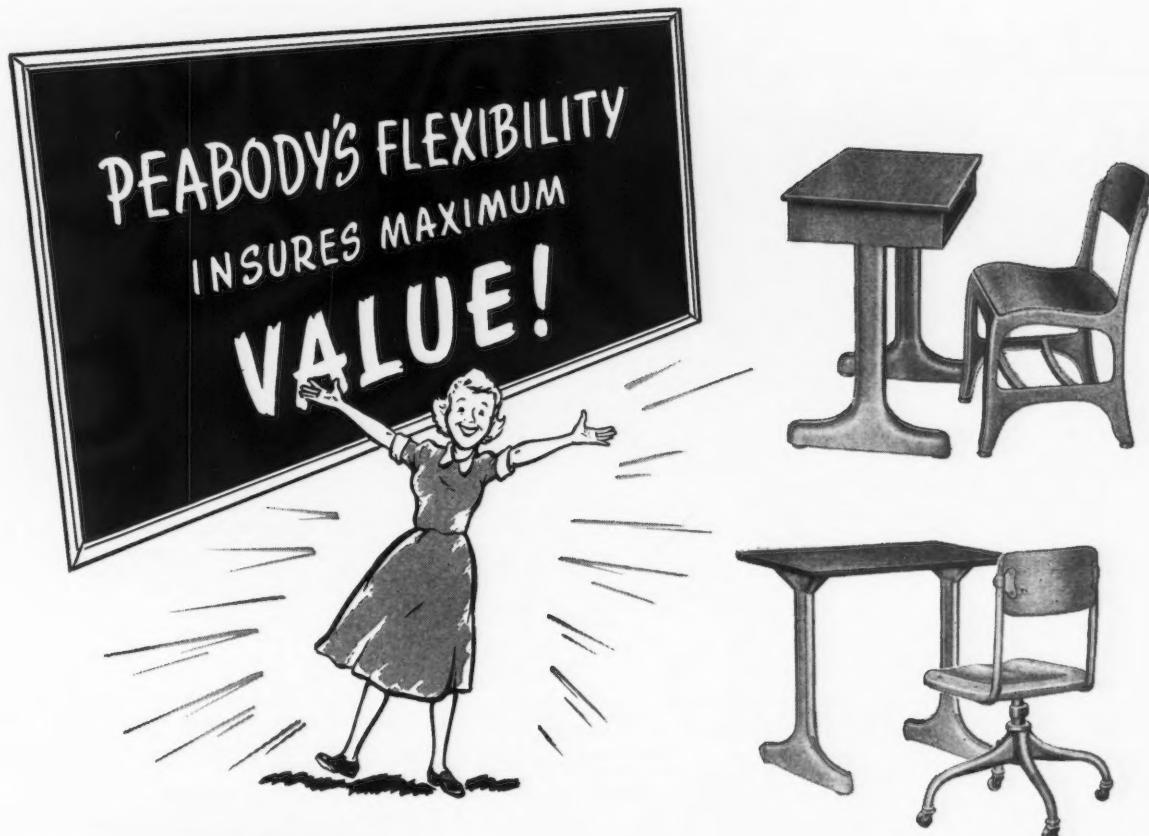
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Easy to set or change; signal duration adjustable; 12 or 24-hour models; signals silenced for weekends, holidays. Sturdily built for long life—fully guaranteed.

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Make your present manual signal system fully automatic with a MONTGOMERY Program Clock . . . reliable, accurate, trouble-free. Easy to install, easy to set to any desired schedule. Models available for nearly every school use, priced as low as \$86.25.



TODAY'S CHANGING NEEDS REQUIRE FLEXIBILITY

Pedestal type legs give more leg room—more units per row.

Large roomy bookbox (18x24) with solid hard maple top.

Available with lifting-lid bookbox.

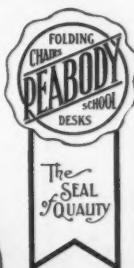
All tables with strong pressed steel pedestals—modern design.

Typing table 18x30 (above) Bookkeeping table 22x32 (left) solid hard maple tops.

Companion swivel chair—with casters—posture back—3" height adjustment.

Large classroom and library table—heavy birch plywood banded with hard maple. Available with large book compartments. Tops and height sized for every need—kindergarten through college. Companion chair—pressed steel—posture seat and back.

*Celsyn finish resists
marring and scratching.
Engineered color
harmony "Suntan".*



"No One Ever Regretted Buying Quality"

PEABODY

NORTH MANCHESTER, INDIANA

New Books

(Continued from page 34A)

tian Social Living by the Curriculum Committee of the New York State Council of Catholic School Superintendents.

The aim of the authors has been to prepare a textbook that is fully scientific, authentically Christian, and properly suitable to the needs and experiences of an eighth-grade student.

Notable features of the text are these: each unit of study begins with an appropriate biblical quotation; chapter and unit-end study aids are all based on the text itself; the science biographies, illustrations, and students' bibliographies should stimulate pupils to discover simple scientific facts and to develop scientific concepts and attitudes; the pronunciation guide contains the main scientific terms and proper names that appear in the book; the index has been carefully designed to serve as a simple reference guide and also as a review study of material.

American Leaders

By Harold B. Clifford. Cloth, 320 pp., \$2.20. American Book Co., New York 3, N. Y.

This book consists of biographies written in an interesting style for children in the fourth or fifth grades. Teaching American ideals, it points with pride to the sacrifices, trials, and achievements of many of our country's great leaders. The biographies follow a definite chronological sequence, beginning with Columbus and ending with the Mayo brothers. Vivid and dramatic illustrations in color are definite aids to learning.

Questions, activities (often including simple map work), and suggested readings following each selection make this text another fine introduction to elementary history courses.

Marriage The Mass

Fides Albums. Paper, 32 pp., each, 25 cents. Fides Publishers, Chicago 10, Ill.

Fides Albums are adapted from a rotogravure series on sacramental and liturgical themes published in France by *Les Editions du Cerf*. This is the second edition of *Marriage*, and the third edition of *The Mass*.

A Pocketful of Poems

Students Pocket Library selection. Edited by Blanche Jennings Thompson. Paper, 118 pp., 70 cents. Oxford Book Co., New York 3, N. Y.

The selections in *A Pocketful of Poems* are not all great poems. While there is a sufficient number of great names and poems the presence of which can be justified on a literary basis, the content is definitely slanted toward character building, and many poems have been chosen chiefly because of the point of view they express on some important issue. The intention is that the poems shall be used chiefly to motivate discussion on topics of immediate interest to young people and to help build a wholesome and ethical attitude toward the subject discussed.

The Cross and the Christian

By Pius Raymond Regamey, O.P. Cloth, 177 pp., \$3.25. B. Herder Book Co., St. Louis 2, Mo.

Cross and Crown Series of Spirituality. This volume offers an honest appraisal of the four

predominant reactions to suffering in contemporary life; escape from suffering by the pursuit of comfort and pleasure, complete abdication and surrender to suffering, futile struggle against the inevitable crosses in the life of every man, and a dolorism that attempts to see good in suffering as such. All these reactions lead ultimately to despair, but true Christian suffering is a pledge of hope and joy if it is sanctified by Christ and His cross.

The author does not refer only to heroic suffering, but to the little crosses that are as commonplace as a man's daily life and work. He demonstrates how true Christian joy can rise from the ashes of suffering when a soul makes proper use of faith, hope, charity, and the sacraments. In branding the superficial joy and optimism of our age as foolish and unfounded, he speaks in a special way to the people of America who even in their wars have known relatively little suffering.

Singer Sewing Book, Revised and Enlarged

By Mark Brooks Picken. Cloth, 260 pp., \$3.95 (special instructor's price, \$3). Distributed for Singer Sewing Machine Company by McGraw-Hill Book Company, New York, N. Y.

The first edition of this volume was published in 1949 and since then 528,000 copies have been sold. The book has more than 1000 illustrations — both in photograph and diagram form — detailing in simple, clear terms the procedures of dressmaking, tailoring, latest sewing techniques, slip cover and drapery making, gift making, and advice on the selection of fabrics and colors.

(Continued on page 38A)

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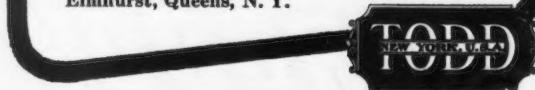
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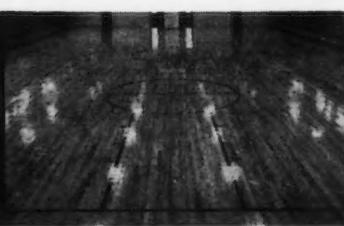
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New Books

(Continued from page 36A)

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The special educator's price is available to all accredited or private educational institutions and individual instructors.

Group Dynamics: Research and Theory

Ed. by Dorwin Cartwright and Alvin Zander. Cloth, 655 pp., \$5. Row Peterson and Co., Evanston, Ill., 1953.

The director and a program director of the Research Center for Group Dynamics at the University of Michigan have brought together 41 papers covering approaches to the study of groups, group cohesiveness, group pressures and group standards, group goals and group locomotion, the structural properties of groups, and leadership. This book offers an excellent opportunity for teachers to become acquainted with the work being done in group dynamics which will be of vital importance in improving the effectiveness of many aspects of education.—Richard S. Fitzpatrick.

Personality: In Nature, Society and Culture

Ed. by Clyde Kluckhohn and Henry A. Murray with the collaboration of David M. Schneider. 2nd Ed., revised and enlarged. Cloth, 756 pp., \$5.75. Alfred A. Knopf, Inc., New York, N. Y., 1953.

Anyone who deals with human beings, and that means everyone, should read this important book. But, for teachers, who not only deal with human beings but have an intimate relationship with many young people, this book has much to offer.

Part one of it contains a theoretical outline for the study of personality by Drs. Kluckhohn and Murray. Kluckhohn is the famous Harvard anthropologist while Murray, both a Ph.D. and an M.D., is well known for his work at Harvard's social relations laboratory. Part two contains 36 selections, averaging about 15 pages each, organized under these topics: the determinants of personality formation, constitutional determinants; interrelationships between constitutional and group membership determinants, group membership determinants, role determinants, situational determinants, and interrelations between the determinants. Part three consists of 8 more selections under the general topic of some applications to modern problems.

This revision which includes the work of 45 of the better known names in cultural anthropology, sociology, psychology, and psychiatry, does differ from the earlier edition. The opening essay on a conception of personality is entirely rewritten. Two of the papers in this edition were written especially for it and are not available elsewhere. The book includes two papers on the uses of literature in the study of psychology, a topic which was not included in the earlier edition.

This book, essential for every professional library, can be read for profit by every teacher no matter how advanced his or her training.—Richard S. Fitzpatrick.

(Continued on page 42A)

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To get the most out of your building dollar, consult your architect and follow his advice

Architects, engineers and school authorities know that the physical properties of a classroom have a direct bearing on the attentiveness and the efficiency of the average pupil. To proper lighting and ventilation must be added the chalkboard set up as an important factor for better attentiveness and greater efficiency. More and more school authorities are finding that the Loxit Complete Chalkboard System is providing the right answer in this regard.

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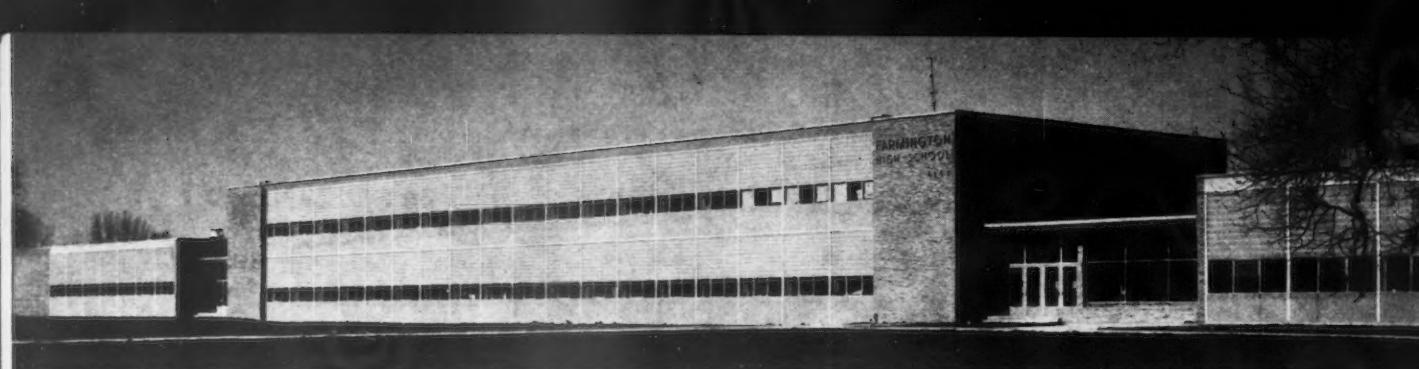
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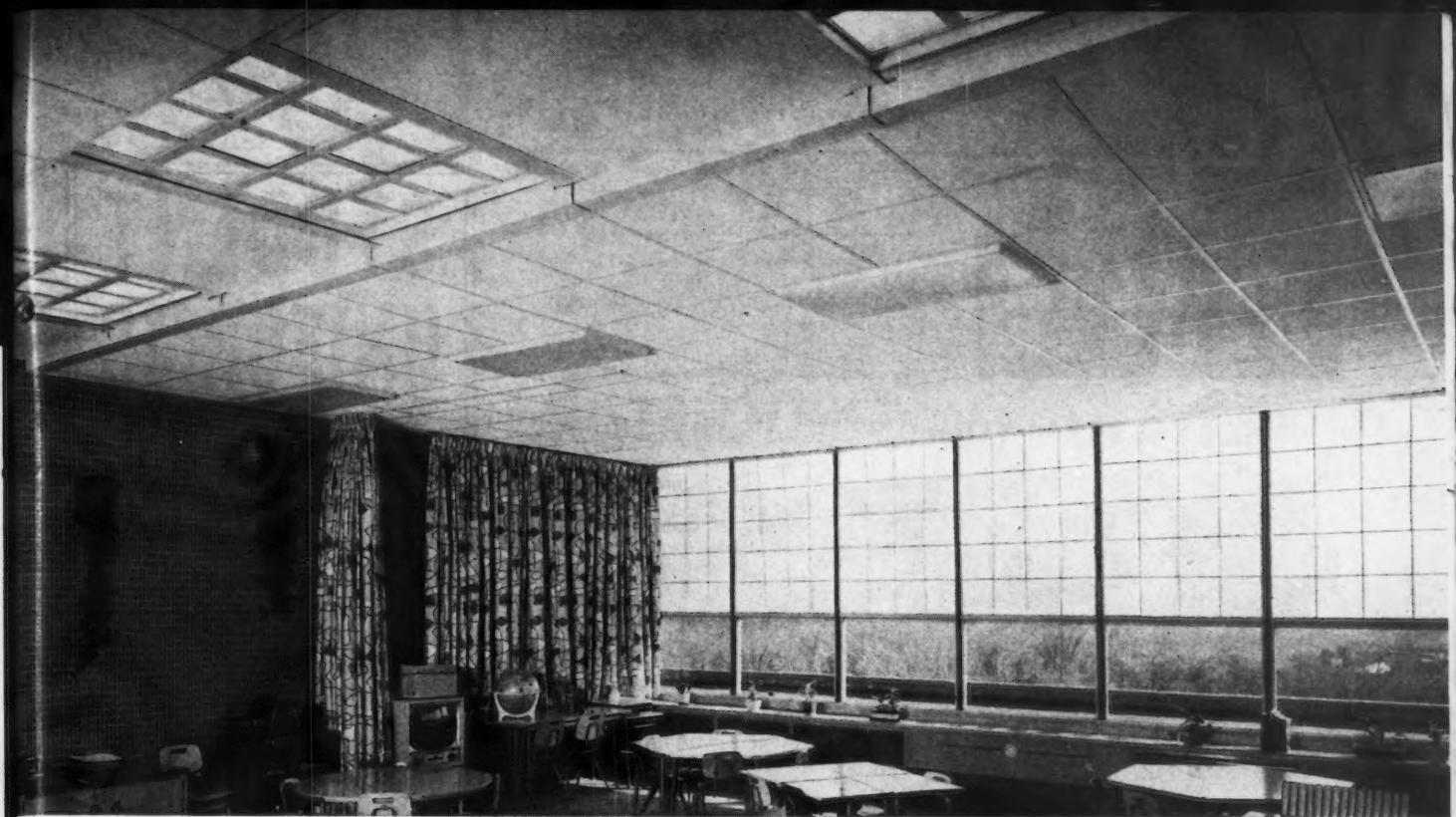


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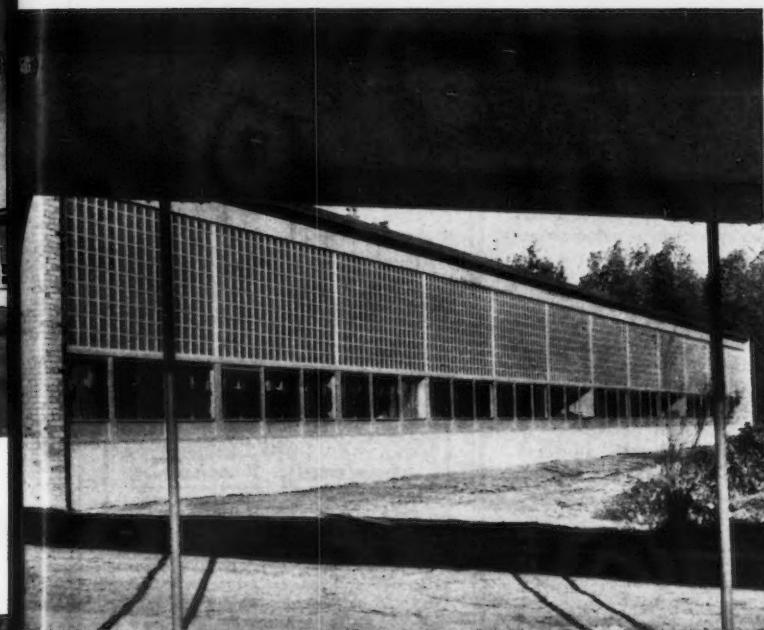
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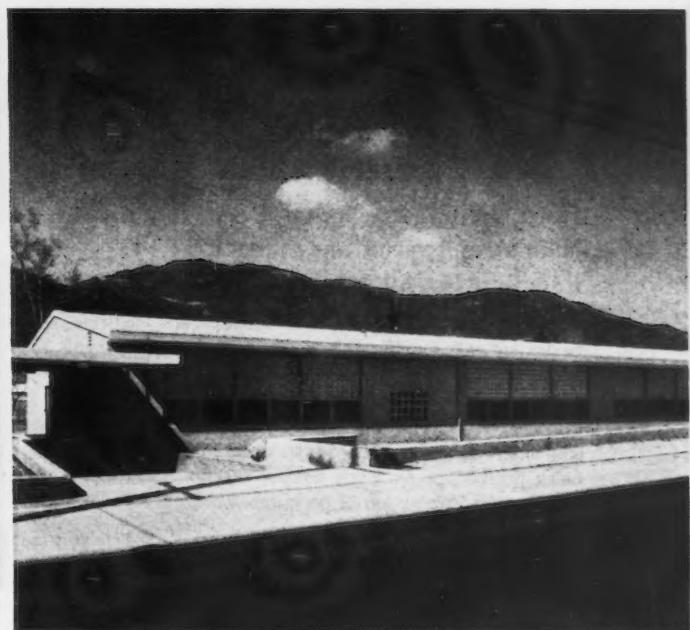


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New Books

(Continued from page 38A)

Psychology: The Unity of Human Behavior

By Timothy J. Gannon, Ph.D. Cloth, 494 pp., \$4.75. Ginn & Company, Boston, Mass., 1954.

This new introduction to general psychology is an exceptionally well-done presentation of scholastic psychology by the professor of psychology at Loras College, Dubuque, Iowa.

Chapter titles are: The Problem of Definition; The Nervous System — Organ of Integration and Adjustment; The Simpler Senses; Hearing; Sight; Perception; The Reflex; Drives; Emotion; Imagery and Dreams; Learning, Memory, Attention; Intelligence — Its Measurement; Intelligence — Its Nature; Conscious Control; and Personality.

A noteworthy feature of Monsignor Gannon's book is his detached and straightforward method of discussing conflict in modern psychology. He writes:

"Whatever one's view of psychology, it is clear that these differences of opinion are not merely a matter of terminology. They are differences upon major issues, and psychology evidently cannot show much unity if it follows different points of view. It is quite possible that all of these viewpoints may be wrong, but a simple rule of logic tells us that they cannot all be right. In a situation like this, one suspects that each of these conflicting movements has something of value to contribute, and it seems reasonable to hope that psychology may yet attain a viewpoint sufficiently detached from any of these schools to utilize their contributions without falling prey to their prejudices."

He continues:

"Psychology, as it is known today, is the outcome of the application of the quantitative methods of experimental science to the problem of human reaction and adjustment. The first fact about modern psychology is that its subject matter is *man*; the second is that it studies man with the aid of precision instruments and careful measurements."

Dr. Gannon says there is no need to use qualifying words before psychology such as empirical, experimental, or scientific. These are all used to separate it from philosophical psychology. He says,

"We shall use the single word 'psychology' to designate the results of the scientific study of man in the various phases of his adjustment to environment."

He then gives a brief history of psychology to show how it got where it is today.

Dr. Gannon has an excellent chapter on volition and will and reveals much of the misunderstanding of these concepts in current psychology.

The book is characterized by summaries and résumés at the end of each chapter. An interesting and wide selection of material from psychology for related reading is included with each chapter.

This is an excellent up-to-date text which draws the facts done in all psychological laboratories and uses them to construct a complete theory of man.

— Richard S. Fitzpatrick.

Psychology of Adolescence

By Luella Cole, Ph.D., 4th Ed. Cloth, 728 pp., \$6. Rinehart and Company, New York, N. Y., 1954.

(Continued on page 44A)

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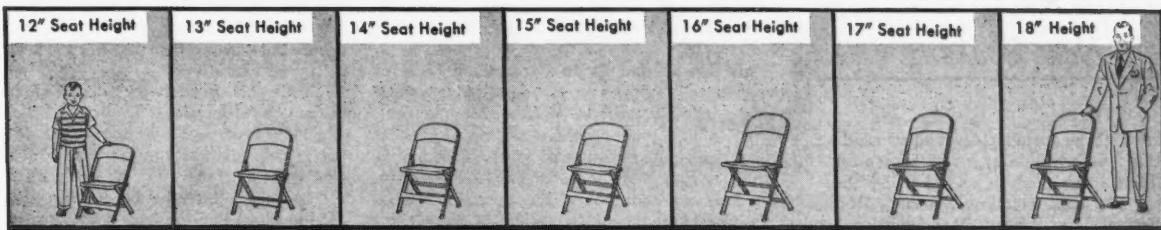
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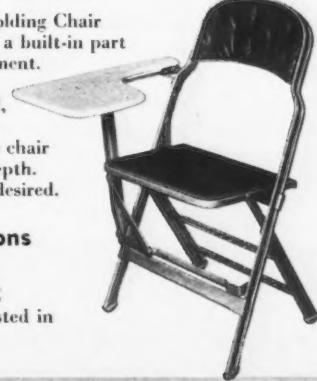
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ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS



New Books

(Continued from page 42A)

In addition to an introductory and concluding chapter, this fourth edition of a well known textbook contains 18 chapters organized under these five topics: Physical, Emotional, Social, Moral, and Intellectual Development. It includes a list of novels which illustrate some of the problems of youth in their conclusion as well as a 12-page list of problems and projects arranged according to chapter. The book is indexed.

In the preface, Dr. Cole states she has attempted to give a balanced picture of adolescent growth, has selected the material included on the basis of its usefulness with those dealing with adolescence as well as for adolescents themselves and has included many case studies and anecdotes as well as other illustrative material "not only to make the text of greater interest to the student but to facilitate the application of what is learned to the daily life of adolescent boys and girls." This edition differs from others in that more interpretation of data is given as well as added material on personality and sociometry. A chapter has been added on personality.

Where the teacher has not been able to keep up with the literature on the psychology of adolescence, this book would be a good way to catch up on recent developments.—Richard S. Fitzpatrick.

A History of Experimental Psychology

By Edwin G. Boring. 2nd Ed. Cloth, 798 pp.,

\$6. Appleton-Century-Crofts, Inc., New York, N. Y., 1950.

This new edition of an outstanding book on the history of psychology, first published 21 years previously, will be welcomed by students of psychology. Because there are existing works giving the autobiographies of great psychologists, Boring has omitted some biographies that appeared as an addition to the previous edition. This 27 chapter book is required reading for those in the field.—Richard S. Fitzpatrick.

Blakiston's Illustrated Pocket Medical Dictionary

Ed. by Normand L. Hoerr, M.D., and Arthur Osol, Ph.D., with the co-operation of an editorial board. Cloth, 1048 pp., \$3.25. Thumb-indexed, \$3.75. The Blakiston Co., Inc., New York, N. Y., 1952.

The first edition of what promises to be a very popular medical dictionary is recommended for school libraries. It is fairly exhaustive in terms of size and general needs. The back of the book includes about 200 pages of tables of such things as muscles and nerves and includes 24 illustrative plates dealing, for instance, with types of bandages.—R. S. F.

College and Life: Problems of Self-Discovery and Self-Direction

By M. E. Bennett. 4th Ed. Cloth, 468 pp., \$4.50. McGraw-Hill Book Co., New York, N. Y., 1952.

In his preface the author says,

"This fourth edition of *College and Life* deals with the various problems of learning and living in college, which each student must face and solve

for himself as a democratic citizen in his college community in order to achieve the real values of college education."

To do this, Bennett presents 26 chapters under three general headings: Living in College, Learning in College, and Building a Life. She includes an 18-page bibliography, 30 pages of appendices, and an index.

The book is intended for use in college orientation courses. For the high school teacher, it may furnish a basis for certain types of preparatory counseling for the student who will be going to college.

The author is the psychologist for Pasadena city colleges. The book includes a short introduction by the noted psychologist Lewis Terman.—Richard S. Fitzpatrick.

Dictionary of Psychiatry and Psychology

By William H. Kupper, M.D. Cloth, 194 pp., \$4.50. The Colt Press, Paterson 3, N. J., 1953.

The person who from time to time will be reading the literature of psychiatry and psychology, but who is not trained in these fields, will be immeasurably aided by this handy practical dictionary. It is subtitled "An Illustrated Condensed Encyclopedia of Psychiatry, Neurology, and Psychology."

One of the unique features of the book is the conciseness of its definitions. Another is that it includes a very short bibliography after many of the definitions. It includes such things as publishers of lists of tests, addresses of veterans' hospitals and state mental institutions, and the like.

The book contains many drawings of such

(Continued on page 47A)

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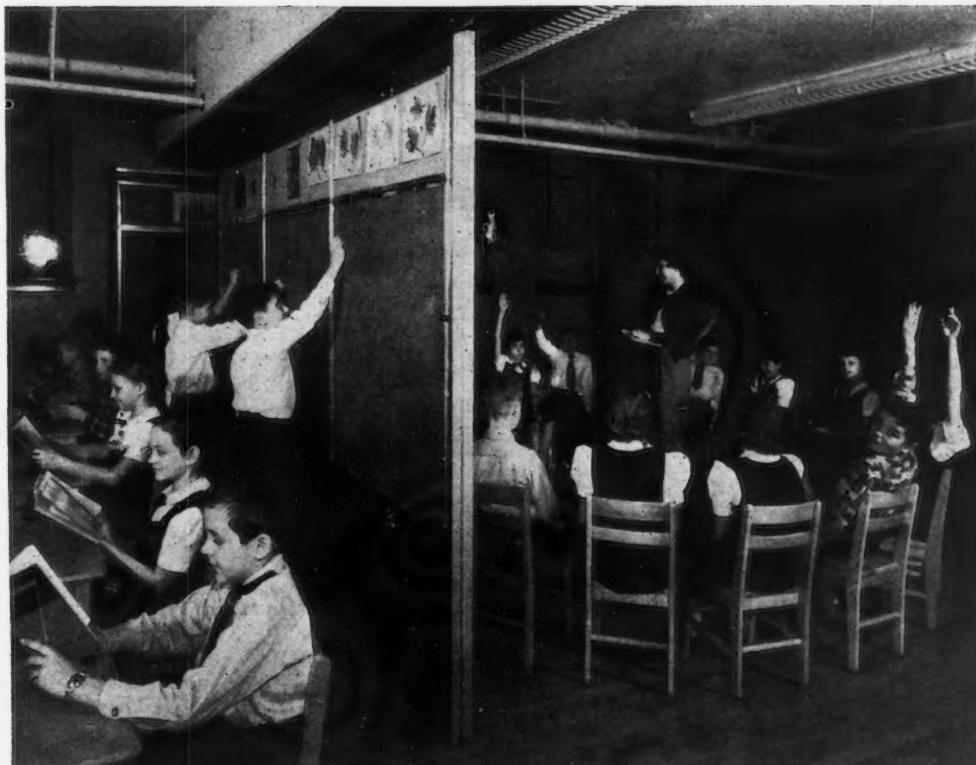
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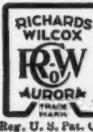
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New Books

(Continued from page 44A)

things as central nervous system, cross section of the spinal cord, the brain and various nerves. These are well done except that the hand lettering accompanying the drawings detracts slightly from them.

The book does contain some errors. For instance, on the Strong Vocational Interest Blank, it says it has been worked out for 400 professions instead of 40. In some instances, the editing is a little sloppy such as connecting the wrong publisher with the book but this is not too serious.

For the teacher who believes he or she can still learn and will go beyond the obvious educational journals, this book is a necessity. Its handy size and simplicity of definition make it essential for all educational libraries. Dr. Kupper deserves a hand.—Richard S. Fitzpatrick.

Fundamental Concepts in Clinical Psychology

By G. Wilson Shaffer and Richard S. Lazarus. Cloth, 551 pp., \$6. McGraw-Hill Book Co., New York, N. Y., 1952.

The authors, professors of psychology at Johns Hopkins University, present a readable account of clinical psychology. Their discussion includes historic development, methodology, clinical techniques, intelligence and its measurement, defects of intelligence, the nature of personality, personality measurement by behavior studies and projective techniques, psychotherapy, psychotherapeutic devices, psychoanalysis, distributive analysis and synthesis, special psychotherapies, such as nondirective and play therapy, physical and chemical therapies and the clinician in action. This is a superior book for a good introduction to modern clinical psychology.—Richard S. Fitzpatrick.

Science and Human Behavior

By B. F. Skinner. Cloth, 472 pp., \$4. The Macmillan Co., New York, N. Y., 1953.

This book is an interesting attempt by a well-known Harvard experimental psychologist to explain human behavior on the basis of the most widely accepted facts in psychology.—R. S. F.

Groups in Harmony and Tension: An Integration of Studies on Inter-group Relations

By Muzafer Sherif and Carolyn W. Sherif. Cloth, 329 pp., \$3.50. Harper and Bros., New York, N. Y., 1953.

Muzafer Sherif, now professor of psychology at the University of Oklahoma, is one of the outstanding social psychologists currently working in the United States. He points out that we can no longer be concerned with problems within a group but must look at problems between groups. He points out that we can know nothing about what is really going on inside a group until we know how it is being affected by external groups.

The authors present a systematic discussion of the problem of relations between groups and some of the traditional approaches to these problems. The authors then review a number of existing studies and conclude with a chapter on implications for further research.

This book is essential for the social studies teacher and undoubtedly would contribute much

to any teacher's knowledge of some of the dynamics of group behavior in the United States which would certainly assist them in explaining the modern world to pupils.—Richard S. Fitzpatrick.

Educational Psychology

Edited by Charles E. Skinner. Third Edition. Cloth, viii + 791 pp., \$4.75. Prentice-Hall, Inc., New York, N. Y., 1951.

Following an introduction by Dr. Skinner of New York University, 27 authors present 25 chapters under these general headings: "Human Growth and Development," "Learning," "Personality and Adjustment," "Measurement and Evaluation," and "Teaching and Guidance." This is a good book for teachers' reference libraries.—Richard S. Fitzpatrick.

Perception: An Approach to Personality

Edited by Robert R. Blake and Glenn V. Ramsey. Cloth, viii + 442 pp., \$6. The Ronald Press Company, New York, N. Y., 1951.

The editors, both members of the psychology department of the University of Texas, believe that: "the study of perceptual activity provides a basic approach to an understanding of personality and interpersonal relations. Perceptual activity supplies the materials from which the individual constructs his own personally meaningful environment."

The editors along with 13 others interested in the field present an analysis of a perceptual approach to personality. The 13 chapters of the

(Concluded on page 48A)



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New Books

(Concluded from page 47A)

book were originally prepared as papers at a symposium at the University of Texas financed by the National Institute of Mental Health of the U. S. Public Health Service.

Titles of the chapters are: Perceptual Processes as Basic to an Understanding of Complex Behavior, Some Structural Factors in Perception, Body Chemistry and Perception, The Role of Learning in Perception, Personality Dynamics and the Process of Perceiving, Cultural and Developmental Factors in Perception, The Role of Language in the Perceptual Processes, Toward an Integrated Theory of Personality, Unconscious Processes and Perception, Perceptual Organization and Behavior Pathology, Perceptual Reorganization in Client-Centered Therapy, The Personal World Through Perception, and Personality Theory and Perception. Each chapter includes an extensive bibliography of experimental studies relating to the subject covered.

The editors' theory has vast implications for the classroom. Many problems arising in the classroom situation, both of the behavioral nature and deficiency in learning, can well arise from perception problems. Research indicates, with little room for argument, that many of the problems of human beings are due to failures in communication and "errors" in perception. Many of the concepts developing in this area can be of real help to teachers who play such a vital role in helping children get along with others and helping them to lay a firm foundation for success-

ful interpersonal relations in adult life.—Richard S. Fitzpatrick.

Bepi — The Life of Pius X, the Children's Pope

By William D. Ryan. Paper, 48 pp., illus., 25 cents. Divine Word Missionary Publications, Techny, Ill.

An excellent life of Pope Pius X written for children in dialog form. It is intensely interesting, even to adults, giving many details of the life of the children's pope—his poverty, his love for the poor, his zeal for the glory of God. A special pictorial supplement features the duties of the Papal Guards.

COMING CONVENTIONS

June 3-6. National Council of Catholic Nurses, Mayflower Hotel, Washington, D. C. Chairman: Anne V. Houck, 1312 Massachusetts Ave., N.W., Washington, D. C. Exhibits: Theo. Christesen, Inc., 1233 Jefferson Davis Highway, Arlington, Va.

June 7-8. Utah Vocational Association, Utah State Agriculture College, Logan. Secretary: William E. McKell, 1005 E. 3rd St., Provo. Exhibits.

June 10-11. Georgia Vocational Association, Biltmore Hotel, Atlanta. Secretary: Miss Nancy White, Macon Vocational School, Macon. Exhibits: R. E. Hagen, Smith Hughes School, Atlanta.

June 15-18. Ohio Vocational Agriculture Association, Ohio State University, Columbus. Secretary: Jack Nowels, R.D. 1, Loudonville, Ohio. Exhibits: Raymond O. Deacon, West Jefferson, Ohio.

June 15-18. Pennsylvania Vocational Associa-

tion, Eagles Mere, Pa. Secretary: Dr. Richard Hartmann, 3810 Walnut St., Philadelphia. Exhibits: Henry S. Brunner, Pennsylvania State College, State College, Pa.

June 20-26. American Library Association, Minneapolis, Minn. Secretary: David H. Clift, 50 E. Huron St., Chicago. Exhibits: A. C. Remley.

June 21-25. Colorado Vocational Association, Colorado A. & M., Fort Collins. Secretary: Wm. E. Ratekin, 310 National Bank Bldg., Grand Junction, Colo. Exhibits: Rhoda Foss, Colorado State College of Education, Greeley.

June 27-July 2. National Education Association, Madison Square Garden, New York, N. Y. Secretary: Dr. Wm. G. Carr, c/o N.E.A., 1201 16th St., N.W., Washington 6, D. C. Exhibits: R. E. Carpenter, same address.

June 28. Department of Home Economics (N.E.A.) New York City. Secretary: Mrs. Litta L. O'Neil, 1002 Madison St., Streator, Ill.

June 28-30. Catholic Theological Society of America, Hotel Laurentian, Montreal, Canada. Secretary: Rev. Aloysius McDonough, C.P., *The Sign*, Monastery Place, Union City, N. J.

July 4-8. International Graphic Arts Education Association, University of Colorado, Boulder, Colo. Secretary: Otis H. Chidester, Tucson Senior High School, Tucson, Ariz. Exhibits.

July 6-9. American Home Economics Association, Civic Auditorium, San Francisco, Calif. Secretary: Miss Mildred Horton, 1600—20th St., N.W., Washington, D. C. Exhibits: Mrs. Gertrude Stieber, same address.

July 28-31. Christian Brothers Education Association, St. Mary's College, St. Marys, Calif. (Contra Costa County). Chairman: Brother S. Albert, F.S.C., 1075 Ellis St., San Francisco. No exhibits.

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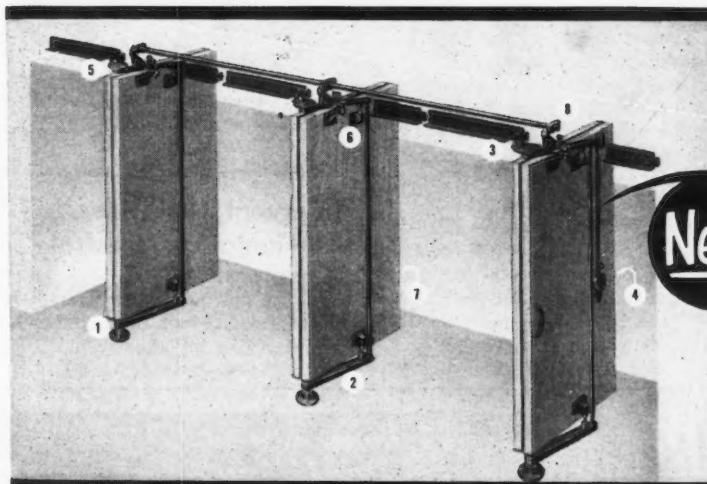
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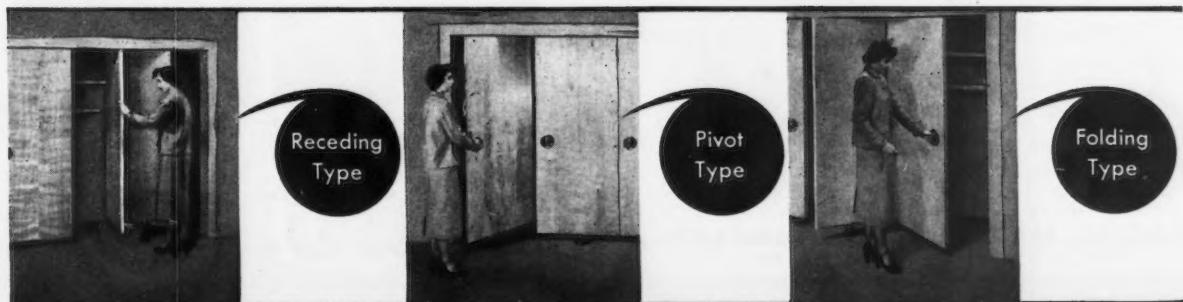
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Connor "Laytite" Popular Gym Grade

A "combination" grade of Laytite northern hard maple is growing in popularity with architects and school authorities, the Connor Lumber & Land Co., Marshfield, Wis., reports. The grade is a special choice for gymnasium floors.

Known as the Second and Better Grade, this maple flooring is so manufactured that each resulting strip is a one-piece combination of First Grade and Second Grade northern hard maple. As manufactured, the Second and Better Grade contains all the full product of fine Maple wood, with the Third Grade areas trimmed out of it. The resultant product preserves a colorful character not found in straight First Grade.

The combination grade offers an advantage of economy, matching First Grade in every performance attribute, yet costing less. Second and Better Grade is held to rigid MFMA standards of accuracy and soundness of wood.

For further information write: Connor Lumber & Land Co., Section C.S.J., Marshfield, Wis.

(For Convenience Circle Index Code 069)

Versatile, Convenient Lowboy in Demand

Hillyard Chemical Company, St. Joseph, Mo., is stepping up production to meet demands for the Hiltonian Lowboy, an all-purpose machine for scrubbing, polishing, waxing, and steelwoeling.

This versatile machine combines all the features of a heavy-duty machine for accomplishing every floor maintenance task and fingertip control makes it easy to operate. Only 8 inches in height, it was designed to fit under desks, beds, chairs, machinery, etc.

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HILTONIAN LOWBOY

and plates for scrubbing, polishing, steelwoeling, burnishing.

For further information write: Hillyard Chemical Company, Section C.S.J., St. Joseph, Mo.

(For Convenience Circle Index Code 070)

Amervent Unit Has Self-Contained Control

A revolutionary new cooling, heating, and ventilating unit for school classrooms in mild climate areas has been announced by American Air Filter Co., Inc., Louisville.

(Continued on page 52A)



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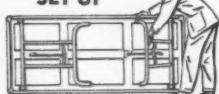
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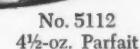
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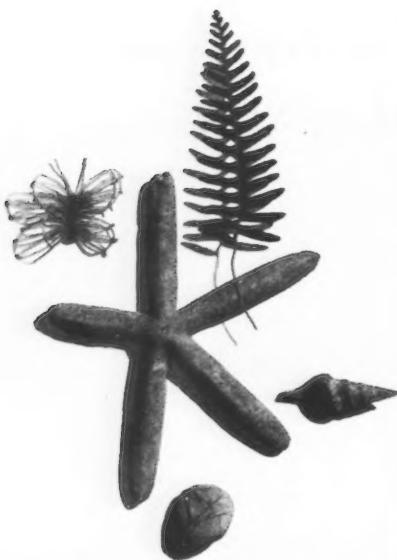
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New Supplies

(Continued from page 50A)

The new unit, called the Herman Nelson Amervent, has the unique feature of incorporating a self-contained electronic temperature control with room thermostat incorporated in the unit. This highly responsive control is installed and adjusted in the Amervent at the factory and only steam or hot water piping plus an electrical connection is necessary on the job. The resultant "package" unit is expected to reduce effectively labor and installation costs on the job.

Being designed specifically for design temperatures of plus 10 and above, the Amervent is also equipped with a super-cooling speed which supplies 30 per cent more air to the classrooms for comfort cooling in mild weather. Other models operate on steam or hot water and provide ventilation as well as heating.

Another of the features of the unit which is of prime importance to classroom use is a low noise level. The noise control of the Amervent is on the same level as the standard Herman Nelson Unit Ventilator.

Successful field installations of Amervent have been in operation for two heating seasons; this experience plus two years previous research on the unit assures its acceptance.

For further information write: *American Air Filter Co., Inc., Section C.S.J., 215 Central Ave., Louisville 8, Ky.*

(For Convenience Circle Index Code 071)

Mitchell Introduces Tape Recorder

A low-cost, portable tape recorder with deluxe features has been added to the radio, phonograph, and television lines of the Mitchell Manufacturing Co., Chicago, it was announced recently.

Called the Mitchell "Super Value" tape recorder, the instrument incorporates every quality feature of the finest recorders, it is claimed. Included are a built-in 6-inch speaker which delivers full fidelity tone with surprising realism and depth; bias-erase frequency featuring a 50-kilocycle erase oscillator for effective erasure of previous recordings and noiseless production of new records, and full fidelity response essentially flat from 65 to 10,000 cps.

The unit is the dual track type, the dual head providing two recording tracks on a standard reel to double recording time. The track accommodates either a 5-inch reel, with one-half hour recording time, or a 7-inch reel for recording twice as long. The recording speed is 7½ inches per second. Added convenience is provided by fast forward and re-wind mechanisms.

Two inputs— one for the microphone, and one for the radio-phono—enable the user to record easily from microphone, AM or FM radio, television receiver, or phonograph. The unit is complete with a handy, durable ceramic microphone impervious to heat or hu-

(Concluded on page 54A)

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New Supplies

(Continued from page 52A)

midity. For further flexibility, the unit has provisions for connecting an external speaker, as well as an external amplifier or monitor.

For further information write: *Mitchell Manufacturing Co., Section C.S.J., 2525 Clybourn Ave., Chicago, Ill.*

(For Convenience Circle Index Code 072)

Descriptive Material

★ The latest in modern desks and seating equipment for schools and colleges is illustrated and described in the handsome new catalog No. 54 prepared by the Arlington Seating Company. Of particular interest to educators is a section showing new rectangular and trapezoidal tables, together with diagrams of various arrangements. For a free copy write: *Arlington Seating Company, Section C.S.J., Arlington Heights, Ill.*

(For Convenience Circle Index Code 073)

★ The new *Childcraft catalog of Equipment and Supplies for Early Childhood Education* serves the dual purpose of an educational supply source book and a practical guide for nursery, kindergarten, and primary school play programming. Nine principal sections in this booklet are: active play equipment; basic furniture; blocks and block accessories; house and store play; quiet play materials; teaching aids; arts and crafts; music; books. The 72-page catalog is free, from *Childcraft Equipment Co., Inc., Section C.S.J., 155 East 23rd St., New York 10, N. Y.*

(For Convenience Circle Index Code 074)

★ A colorful, new 32-page, 1954, catalog featuring the complete line of Monroe folding banquet tables designed for institutional use, folding chairs and Monroe trucks for folding tables and chairs, may be procured by writing: *The Monroe Company, Section C.S.J., 96 Church St., Colfax, Iowa.*

(For Convenience Circle Index Code 075)

★ *Brunswick-Balke-Collender Co., Chicago*, has issued a catalog which is quite superior to any catalog heretofore listed. Detail and visual effects are vividly presented, well ordered, and informative. The 12 basic units in the Brunswick line are shown in natural color, complete with all their possible variations and additional styles. Architectural renderings on many pages depict the various units in typical classroom settings. Every one of the many outstanding design features of each product is illustrated prominently with the size variations of each unit shown in silhouette. Complete specifications and price list are included. Copies available from: *Brunswick-Balke-Collender Co., Section C.S.J., 623 S. Wabash, Chicago 5, Ill.*

(For Convenience Circle Index Code 076)

★ *Wayne Iron Works, Wayne, Pa.*, announces the availability of a new catalog, R-54, on their Rolling Gymstands. Colorful and profusely illustrated, the 16-page catalog describes economies in indoor seating, two-level gymnasium seating, types and sizes available, factors in selection, operation, visibility, accessories, planning aids and floor plans, and specifications. For a free copy write: *Wayne Iron Works, Section C.S.J., Wayne, Pa.*

(For Convenience Circle Index Code 077)

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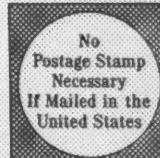
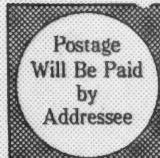
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Code No.	Page No.	Code No.	Page No.
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62 American Crayon Co.	52A	623 Eastman Kodak Company	11A
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63	610	616	622	628	634	640	646	652	658	664	670
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